The Book Lover

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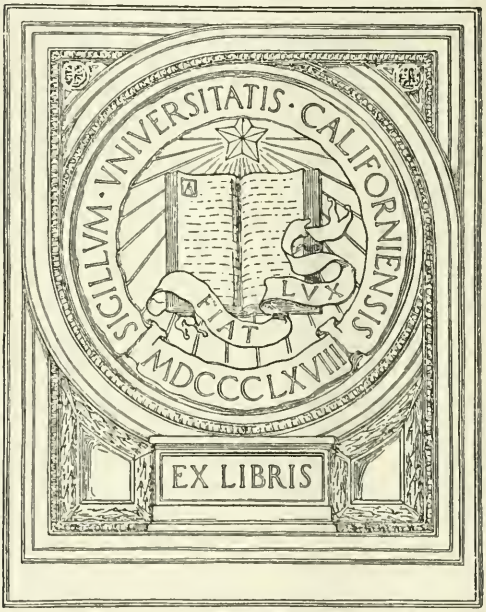

THE BOOK LOVER

THE BOOK LOVER

A GUIDE TO THE BEST READING

BY JAMES BALDWIN

REVISED EDITION WITH NEW LISTS AND ADDITIONAL MATTER

WHOSOEVER THEREFORE CLAIMS TO BE ZEALOUS OF TRUTH, OF HAPPINESS, OF WISDOM, OF KNOWLEDGE, AYE EVEN OF THE FAITH, MUST NEEDS BECOME A LOVER OF BOOKS.
RICHARD DE BURY

FIFTEENTH EDITION

CHICAGO
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PREFACE
TO THE THIRTEENTH EDITION

BOOK love has ever been my passion; of its beginning I have no recollection. Although its early opportunities to manifest itself were slight indeed, yet it seemed to me so natural and so very necessary, that as a child I thought everybody ought to be possessed by it in the same manner as myself. That any person could live indifferent to the allurements of books was a matter of constant wonderment.

As time passed and it became my lot to be an instructor of others, these earlier ideas were modified by sympathy for those who were denied the delights that had been mine. Books had given me so much comfort, so much help and guidance, that I

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was anxious for my pupils to be similarly profited by their gentle ministrations. But books were not plentiful in those days, and school libraries were unknown. Nevertheless, I contrived to place a few choice volumes within the reach of my young charges, and therewith tempted them into the paths that I had trod. What joy was mine and theirs as with eagerness they began to lay hold upon this new form of instruction which offered so pleasant a relief from the dry-as-dust text-books hitherto believed to be the *only* books! But what was our disappointment when the school director peremptorily closed my little library, affirming that the reading habit which I was fostering tended to debauch the children's minds and to unfit them for study!

It was while combating the prejudices of

school directors and parents, and trying to awaken teachers from their indifference, that I first conceived the plan of The Book Lover. In its original form it was largely addressed to persons charged with the education of youth, no less than to that considerable class of men and women who seek self-culture through the aid of books. Since the appearance of the first edition great changes have taken place in matters educational. Now it is a poor school indeed that has not its own well-equipped library. The work of the text-books is everywhere supplemented by much reference to the best literature on the subjects studied; and the cultivation of right habits of reading has become one of the most important duties of teachers.

Were it not that The Book Lover has found a much larger field than that to

which it at first aspired, one might suppose that its mission was in great part ended. But the generous reception given to it by bookmen and scholars on both sides of the Atlantic has indicated that it has a permanent interest and a value quite in accord with the demands of the general reading public. The publishers have therefore deemed it wise to reprint it from new plates and with such revisions as the changed conditions of things seem to require. Some of the chapters have been rewritten, the pedagogical features have been modified or omitted, and the book lists have been brought down to date. In its new form and new dress, it now goes forth again to urge the judicious choice and the right usage and the wise reading of good books.

March, 1902.

FOREWORD
TO THE FIRST EDITION

THE title-page of this book explains its plan and purpose. The courses of reading and the schemes for practical study herein indicated are the outgrowth of the author's long experience as a lover of books and director of reading. They have been tested and found to be all that is claimed for them. As to the large number of quotations in the first part of the book, they are given in the belief that "in a multitude of counsels there is wisdom." And the author finds consolation and encouragement in the following words of Emerson: "We are as much informed of a writer's genius by what he selects, as by what he originates. We read the quotation with his eyes, and find a

new and fervent sense." As the value of the most useful inventions depends upon the ingenious placing of their parts, so the originality of this work may be found to lie chiefly in its arrangement. Yet the writer confidently believes that his readers will enjoy that which he has borrowed, and possibly find aid and encouragement in that which he claims as his own; and therefore this book is sent out with the hope that book lovers will find in it a safe Guide to the Best Reading.

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PRELUDE

IN PRAISE OF BOOKS

Book love, my friends, is your pass to the greatest, the purest, and the most perfect pleasures that God has prepared for his creatures. It lasts when all other pleasures fade. It will support you when all other recreations are gone. It will last you until your death. It will make your hours pleasant to you as long as you live.

Anthony Trollope

PRELUDE

IN PRAISE OF BOOKS

LET us consider how great a commodity of doctrine exists in books; how easily, how secretly, how safely they expose the nakedness of human ignorance without putting it to shame. These are the masters who instruct us without rods and ferules, without hard words and anger, without clothes or money. If you approach them, they are not asleep; if investigating you interrogate them, they conceal nothing; if you mistake them, they never grumble; if you are ignorant, they cannot laugh at you.

You only, O Books, are liberal and independent. You give to all who ask, and enfranchise all who serve you assiduously. Truly, you are the ears filled with most palatable grains. You are golden urns in which manna is laid up; rocks flowing with honey, or rather, indeed, honeycombs; udders most copiously yielding

the milk of life; storerooms ever full; the four-streamed river of Paradise, where the human mind is fed, and the arid intellect moistened and watered; fruitful olives; vines of Engaddi; fig trees knowing no sterility; burning lamps to be ever held in the hand.

No iron-stained hand is fit to handle books,
Nor he whose heart on gold so gladly looks;
The same men love not books and money both,
And books thy herd, O Epicurus, loathe;
Misers and bookmen make poor company,
Nor dwell in peace beneath the same rooftree.

RICHARD DE BURY, 1344

BOOKS are friends whose society is extremely agreeable to me; they are of all ages, and of every country. They have distinguished themselves both in the cabinet and in the field, and obtained high honors for their knowledge of the sciences. It is easy to gain access to them; for they are always at my service, and I admit them to my company, and dismiss them from it, whenever I please. They are never trouble-

some, but immediately answer every question I ask them. Some relate to me the events of past ages, while others reveal to me the secrets of Nature. Some teach me how to live, and others how to die. Some, by their vivacity, drive away my cares and exhilarate my spirits; while others give fortitude to my mind, and teach me the important lesson how to restrain my desires, and to depend wholly on myself. They open to me, in short, the various avenues of all the arts and sciences, and upon their information I safely rely in all emergencies. In return for all these services, they only ask me to accommodate them with a convenient chamber in some corner of my humble habitation, where they may repose in peace; for these friends are more delighted by the tranquillity of retirement, than with the tumults of society.

FRANCESCO PETRARCA, 1350

BUT how can I live here without my books? I really seem to myself crippled and only half myself; for if, as the great Orator used to say,

arms are a soldier's members, surely books are the limbs of scholars. Corasius says: "Of a truth, he who would deprive me of books, my old friends, would take away all the delight of my life; nay, I will even say, all desire of living."

Balthasar Bonifacius Rhodiginus, 1656

For books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve, as in a vial, the purest efficacy and extraction of that living intellect that bred them. I know they are as lively and as vigorously productive as those fabulous dragon's teeth, and, being sown up and down, may chance to spring up armed men. . . . Many a man lives, a burden to the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose for a life beyond life.

John Milton, 1644

Books are a guide in youth, and an enter-

tainment for age. They support us under solitude, and keep us from being a burden to ourselves. They help us to forget the crossness of men and things, compose our cares and our passions, and lay our disappointments asleep. When we are weary of the living, we may repair to the dead, who have nothing of peevishness, pride, or design in their conversation.

JEREMY COLLIER

GOD be thanked for books! They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence, of the best and greatest of our race. No matter how poor I am; no matter though the prosperous of my own time will not enter my obscure dwelling; if the sacred writers will enter and take up their abode under my roof,—if Milton will cross my threshold to sing to me of Paradise, and Shakespeare to open to me the worlds of imagination and

the workings of the human heart, and Franklin to enrich me with his practical wisdom,— I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live.

WILLIAM ELLERY CHANNING

WONDROUS, indeed, is the virtue of a true book! Not like a dead city of stones, yearly crumbling, yearly needing repair; more like a tilled field, but then a spiritual field; like a spiritual tree, let me rather say, it stands from year to year and from age to age (we have books that already number some hundred and fifty human ages); and yearly comes its new produce of leaves (commentaries, deductions, philosophical, political systems; or were it only sermons, pamphlets, journalistic essays), every one of which is talismanic and thaumaturgic, for it can persuade man. O thou who art able to write a book, which once in two centuries or oftener there is a man gifted to do, envy

not him whom they name city-builder, and inexpressibly pity him whom they name conqueror or city-burner! Thou, too, art a conqueror and victor; but of the true sort, namely, over the Devil. Thou, too, hast built what will outlast all marble and metal, and be a wonder-bringing city of mind, a temple and seminary and prophetic mount, whereto all kindreds of the earth will pilgrim.

THOMAS CARLYLE

GOOD books, like good friends, are few and chosen; the more select, the more enjoyable; and like these are approached with diffidence, nor sought too familiarly nor too often, having the precedence only when friends tire. The most mannerly of companions, accessible at all times, in all moods, they frankly declare the author's mind, without giving offence. Like living friends, they too have their voice and physiognomies, and their company is prized as old acquaintances. We seek them in our need of counsel or of amusement, without impertinence or apology, sure of having our claims

allowed. A good book justifies our theory of personal supremacy, keeping this fresh in the memory and perennial. What were days without such fellowship? We were alone in the world without it.

A. Bronson Alcott

Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries, in a thousand years, have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age.

We owe to books those general benefits which come from high intellectual action. Thus, I think, we often owe to them the perception of immortality. They impart sympathetic activity to the moral power. Go with mean people, and you think life is mean. Then

read Plutarch, and the world is a proud place, peopled with men of positive quality, with heroes and demigods standing around us, who will not let us sleep. Then they address the imagination: only poetry inspires poetry. They become the organic culture of the time. College education is the reading of certain books which the common sense of all scholars agrees will represent the science already accumulated. . . . In the highest civilization the book is still the highest delight.

RALPH WALDO EMERSON

A GREAT book that comes from a great thinker,—it is a ship of thought, deep-freighted with truth, with beauty too. It sails the ocean, driven by the winds of heaven, breaking the level sea of life into beauty where it goes, leaving behind it a train of sparkling loveliness, widening as the ship goes on. And what a treasure it brings to every land, scattering the seeds of truth, justice, love, and piety, to bless the world in ages yet to come!

THEODORE PARKER

THE BOOK LOVER

What is a great love of books? It is something like a personal introduction to the great and good men of all past times. Books, it is true, are silent as you see them on their shelves; but, silent as they are, when I enter a library I feel as if almost the dead were present, and I know if I put questions to these books they will answer me with all the faithfulness and fulness which has been left in them by the great men who have left the books with us.

John Bright

Books are our household gods; and we cannot prize them too highly. They are the only gods in all the mythologies that are beautiful and unchangeable; for they betray no man, and love their lovers. I confess myself an idolater of this literary religion, and am grateful for the blessed ministry of books. It is a kind of heathenism which needs no missionary funds, no Bible even, to abolish it; for the Bible itself caps the peak of this new Olympus, and crowns it with sublimity and glory. Amongst

the many things we have to be thankful for, as the result of modern discoveries, surely this of printed books is the highest of all; and I, for one, am so sensible of its merits that I never think of the name of Gutenberg without feelings of veneration and homage.

GEORGE SEARLE PHILLIPS

THE only true equalizers in the world are books; the only treasure-house open to all comers is a library; the only wealth which will not decay is knowledge; the only jewel which you can carry beyond the grave is wisdom. To live in this equality, to share in these treasures, to possess this wealth, and to secure this jewel may be the happy lot of every one. All that is needed for the acquisition of these inestimable treasures is the love of books.

JOHN ALFRED LANGFORD

LET us thank God for books. When I consider what some books have done for the world, and what they are doing; how they keep up our hope, awaken new courage and

faith, soothe pain, give an ideal life to those whose homes are hard and cold, bind together distant ages and foreign lands, create new worlds of beauty, bring down truths from heaven,—I give eternal blessings for this gift, and pray that we may use it aright, and abuse it not.

JAMES FREEMAN CLARKE

SCIENCE, art, literature, philosophy,—all that man has thought, all that man has done,—the experience that has been bought with the sufferings of a hundred generations,—all are garnered up for us in the world of books. There, among realities, in a "substantial world," we move with the crowned kings of thought. There our minds have a free range, our hearts a free utterance. Reason is confined within none of the partitions which trammel it in life. In that world, no divinity hedges a king, no accident of rank or fashion ennobles a dunce or shields a knave. We can select our companions from among the most richly gifted of the sons of God; and they are companions

who will not desert us in poverty, or sickness, or disgrace.

EDWIN P. WHIPPLE

FOR what a world of books offers itself, in all subjects, arts, and sciences, to the sweet content and capacity of the reader? In arithmetic, geometry, perspective, optics, astronomy, architecture, *sculptura, pictura,* of which so many and such elaborate treatises are of late written; in mechanics and their mysteries, military matters, navigation, riding of horses, fencing, swimming, gardening, planting, etc. . . . What so sure, what so pleasant? What vast tomes are extant in law, physic, and divinity, for profit, pleasure, practice, speculation, in verse or prose! Their names alone are the subject of whole volumes; we have thousands of authors of all sorts, many great libraries, full well furnished, like so many dishes of meat, served out for several palates, and he is a very block that is affected with none of them.

ROBERT BURTON

THE BOOK LOVER

Except a living man, there is nothing more wonderful than a book!—a message to us from the dead,—from human souls whom we never saw, who lived perhaps thousands of miles away; and yet these, on those little sheets of paper, speak to us, amuse us, vivify us, teach us, comfort us, open their hearts to us as brothers. We ought to reverence books, to look at them as useful and mighty things. If they are good and true, . . . they are the message of Christ, the maker of all things, the teacher of all truth.

Charles Kingsley

I love my books as drinkers love their wine;
The more I drink, the more they seem divine;
With joy elate my soul in love runs o'er,
And each fresh draught is sweeter than before!
Books bring me friends where'er on earth I be,—
Solace of solitude, bonds of society.

I love my books! they are companions dear,
Sterling in worth, in friendship most sincere;
Here talk I with the wise in ages gone,
And with the nobly gifted in our own:

If love, joy, laughter, sorrow please my mind,
Love, joy, grief, laughter in my books I find.

FRANCIS BENNOCH

Oh for a booke and a shadie nook
Either in-doors or out;
With the grene leaves whisp'ring overhead,
Or the streete cryes all about,
Where I may reade all at my ease,
Both of the new and olde;
For a jollie goode booke whereon to looke,
Is better to me than golde.

OLD ENGLISH SONG

Books, we know,
Are a substantial world, both pure and good;
Round these, with tendrils strong as flesh and blood,
Our pastime and our happiness will grow.

WILLIAM WORDSWORTH

Golden volumes! richest treasures!
Objects of delicious pleasures!
You my eyes rejoicing please,
You my hands in rapture seize.

THE BOOK LOVER

Brilliant wits and musing sages,
Lights who beamed through many ages,
Left to your conscious leaves their story,
And dared to trust you with their glory;
And now their hope of fame achieved,
Dear volumes!—you have not deceived.

HENRY RANTZAU

ON THE CHOICE OF BOOKS

THE choice of books, like that of friends, is a serious duty. We are as responsible for what we read as for what we do. The best books elevate us into a region of disinterested thought where personal objects fade into insignificance, and the troubles and the anxieties of the world are almost forgotten.

SIR JOHN LUBBOCK

CHAPTER I

ON THE CHOICE OF BOOKS

THE most important question for you to ask yourself, be your profession what it may, is this: What books shall I read? For him who has inclination to read, there is no dearth of reading matter, and it is obtainable almost for the asking. Books are in a manner thrust upon you almost daily. Shall you read without discrimination whatever comes most readily to hand? As well say that you will accept as a friend and companion every man whom you meet on the street. Shall you read even every good book that comes in your way, simply because it is harmless and interesting? It is not every harmless book, nor indeed every good book, that will make your mind the richer for the reading of it.

Never, perhaps, has the right choice of books been more difficult than at present; and never did it behoove more strongly every right-

minded person to look well to the character of that which he reads.

First, then, let us consider what books we are to avoid. All will agree that those which are really and absolutely bad should be shunned as we shun a pestilence. In these first years of the twentieth century there are no more prolific causes of evil than bad books and certain vile periodicals miscalled newspapers. There are some publications so utterly vicious that there is no mistaking their character, and no question as to whether they should be avoided. There are others that are a thousand-fold more dangerous because they come to us disguised, — "wolves in sheep's clothing," — affecting a character of harmlessness, if not of sanctity.

I have heard those who ought to know better laugh at the silly jokes of a very silly book, and offer by way of excuse that there was nothing *very* bad in it. I have heard teachers recommend to their pupils reading matter which, to say the least, was of a very doubt-

ful quality and devoid of all good. Now, the only excuse that can be offered in such cases is ignorance,—"I did n't know there was any harm in the book." But the teacher who through ignorance poisons the moral character and checks the mental growth of his pupils is as guilty of criminal carelessness as the druggist's clerk who by mistake sells arsenic for quinine. Step down and out of that responsible position which you are in no wise qualified to fill! The direction of the pupils' habits of reading, the choice of reading matter for them, is by no means the least of the teacher's duties.

The elder Pliny, eighteen hundred years ago, was accustomed to say that no book was so bad but that some part of it might be read with profit. This may have been true in Pliny's time; but it is very far from correct nowadays. Very many books, not a few of which attain an immense circulation, are but the embodiment of evil from beginning to end; others, and by far the greater number, although not absolutely and aggressively bad, contain not a

single line that can be read with profit. These last we may designate as worthless books—useless trash.

What are the sure criterions of a bad book?

There is no better authority on this subject than Dr. Robert Collyer. He says: "If when I read a book about God, I find that it has put Him farther from me; or about man, that it has put me farther from him; or about this universe, that it has shaken down upon it a new look of desolation, turning a green field into a wild moor; or about life, that it has made it seem a little less worth living, on all accounts, than it was; or about moral principles, that they are not quite so clear and strong as they were when this author began to talk;—then I know that on any of these five cardinal things in the life of man,—his relations to God, to his fellows, to the world about him, and the world within him, and the great principles on which all things stable centre,—*that*, for me, is a bad book. It may chime in with some lurking appetite in my own nature, and so seem to be

as sweet as honey to my taste; but it comes to bitter, bad results. It may be food for another; I can say nothing to that. He may be a pine while I am a palm. I only know this, that in these great first things, if the book I read shall touch them at all, it shall touch them to my profit or I will not read it. Right and wrong shall grow more clear; life in and about me more divine; I shall come nearer to my fellows, and God nearer to me, or the thing is a poison. Faust, or Calvin, or Carlyle, if any one of these cardinal things is the grain and the grist of the book, and that is what it comes to when I read it, I am being drugged and poisoned; and the sooner I know it the better. I want bread, and meat, and milk, not brandy, or opium, or hasheesh."[1]

And Robert Southey, the poet, expresses nearly the same thing: "Young readers,—you whose hearts are open, whose understandings are not yet hardened, and whose feelings are not yet exhausted nor encrusted with the

[1] *Addresses and Sermons.*

world,—take from me a better rule than any professors of criticism will teach you! Would you know whether the tendency of a book is good or evil, examine in what state of mind you lay it down. Has it induced you to suspect that what you have been accustomed to think unlawful may after all be innocent, and that may be harmless which you have hitherto been taught to think dangerous? Has it tended to make you dissatisfied and impatient under the control of others, and disposed you to relax in that self-government without which both the laws of God and man tell us there can be no virtue, and, consequently, no happiness? Has it attempted to abate your admiration and reverence for what is great and good, and to diminish in you the love of your country and your fellow-creatures? Has it addressed itself to your pride, your vanity, your selfishness, or any other of your evil propensities? Has it defiled the imagination with what is loathsome, and shocked the heart with what is monstrous? Has it disturbed the sense of

right and wrong which the Creator has implanted in the human soul? If so, if you are conscious of any or all of these effects, or if, having escaped from all, you have felt that such were the effects it was intended to produce, throw the book in the fire, whatever name it may bear in the title-page! Throw it in the fire, young man, though it should have been the gift of a friend; young lady, away with the whole set, though it should be the prominent furniture of a rosewood bookcase."[1]

"It is the case with literature as with life," says Arthur Schopenhauer, the German philosopher. "Wherever we turn we come upon the incorrigible mob of humankind, whose name is Legion, swarming everywhere, damaging everything, as flies in summer. Hence the multiplicity of bad books, those exuberant weeds of literature which choke the true corn. Such books rob the public of time, money, and attention, which ought properly to belong to good literature and noble aims; and they are

[1] *The Doctor, 1856.*

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written with a view merely to make money or occupation. They are therefore not only useless, but injurious. Nine tenths of our current literature has no other end but to inveigle a thaler or two out of the public pocket, for which purpose author, publisher, and printer are leagued together. . . . Of bad books we can never read too little; of the good, never too much. The bad are intellectual poison, and undermine the understanding."[1]

From Thomas Carlyle's inaugural address at Edinburgh on the occasion of his installation as rector of the University in 1866, I quote the following potent passage: "I do not know whether it has been sufficiently brought home to you that there are two kinds of books. When a man is reading on any kind of subject, in most departments of books,—in all books, if you take it in a wide sense,—he will find that there is a division into good books and bad books: everywhere a good kind of a book and a bad kind of a book. I am not to

[1] *Parerga und Paralipomena, 1851.*

assume that you are unacquainted or ill-acquainted with this plain fact; but I may remind you that it is becoming a very important consideration in our day. . . . There is a number, a frightfully increasing number, of books that are decidedly, to the readers of them, not useful. But an ingenious reader will learn, also, that a certain number of books were written by a supremely noble kind of people; not a very great number of books, but still a number fit to occupy all your reading industry, do adhere more or less to that side of things. In short, as I have written it down somewhere else, I conceive that books are like men's souls, divided into sheep and goats. Some few are going up, and carrying us up, heavenward; calculated, I mean, to be of priceless advantage in teaching,—in forwarding the teaching of all generations. Others, a frightful multitude, are going down, down; doing ever the more and the wider and the wilder mischief. Keep a strict eye on that latter class of books, my young friends!"

Speaking of those books whose inward character and influence it is hard at first to discern, John Ruskin says: "Avoid especially that class of literature which has a knowing tone; it is the most poisonous of all. Every good book, or piece of book, is full of admiration and awe: it may contain firm assertion or stern satire, but it never sneers coldly, nor asserts haughtily; and it always leads you to reverence or love something with your whole heart. It is not always easy to distinguish the satire of the venomous race of books from the satire of the noble and pure ones; but, in general, you may notice that the cold-blooded, crustacean and batrachian books will sneer at sentiment, and the warm-blooded, human books at sin. . . . Much of the literature of the present day, though good to be read by persons of ripe age, has a tendency to agitate rather than confirm, and leaves its readers too frequently in a helpless or hopeless indignation, the worst possible state into which the mind of youth can be thrown. It may, indeed, become necessary for

you, as you advance in life, to set your hand to things that need to be altered in the world, or apply your heart chiefly to what must be pitied in it, or condemned; but for a young person the safest temper is one of reverence, and the safest place one of obscurity. Certainly at present, and perhaps through all your life, your teachers are wisest when they make you content in quiet virtue; and that literature and art are best for you which point out, in common life and familiar things, the objects for hopeful labor and for humble love."[1]

There would be fewer bad books in the world if readers were properly informed and warned of their character; and we may believe that the really vicious books would soon cease to exist if their makers and publishers were popularly regarded with the same detestation as other corrupters of the public morals. "He who has published an injurious book," says Robert South, "sins, as it were in his very grave; corrupts others while he is rotting himself."

[1] *The Elements of Drawing, 1857.*

Addison says much the same thing: "Writers of great talents, who employ their parts in propagating immorality and seasoning vicious sentiments with wit and humor, are to be looked upon as the pests of society and the enemies of mankind. They leave books behind them to scatter infection and destroy their posterity. They act the counterparts of a Confucius or a Socrates, and seem to have been sent into the world to deprave human nature, and sink it into the condition of brutality."[1]

And William Cobbett is still more severe in his denunciation. In his "Advice to Young Men," he says: "I hope that your taste will keep you aloof from the writings of those detestable villains who employ the powers of their minds in debauching the minds of others, or in endeavors to do it. They present their poison in such captivating forms that it requires great virtue and resolution to withstand their temptations; and they have, perhaps, done a thousand times as much mischief

[1] *The Spectator, No. 166.*

in the world as all the infidels and atheists put together. These men ought to be held in universal abhorrence, and never spoken of but with execration."

But, suppose there is no dissenting opinion concerning the harmfulness of bad or worthless books, what means do we employ to detect and shun them? How many persons, after all, take any serious thought as to the probable influence upon themselves of any books which they buy? What, indeed, are the criterions which determine our selection of reading matter? In none other of the serious affairs of life is there so much indifference, even among otherwise sensible and judicious people.

Too often not the quality of a book but the manner in which it is presented to one's notice determines its choice. Skilful advertising and unlimited puffing have given popularity to many a worthless volume. A book may have a phenomenal sale—may reach its fifth hundred thousand—and still be nothing but trash. Popularity is no proof of merit.

"It is of paramount importance," says a well-known German philosopher, "to acquire the art *not* to read; in other words of not reading such books as occupy the public mind, or even those which make a noise in the world and reach several editions in their first and last year of existence. We should recollect that he who writes for fools finds an immense audience."[1]

Multitudes of people buy books because others are said to buy them. It is necessary only for the publisher of a flimsy novel to announce that ten thousand copies of that work were sold before publication, and twenty thousand people are at once possessed with an insatiable desire to purchase it. It matters not to them what the quality of the book may be —that is the last consideration. They care only to know that myriads of other people of the same mental calibre as themselves are buying it.

Very shrewd was that advertisement which

[1] *Schopenhauer, Parerga und Paralipomena.*

announced that two hundred miles of paper were used in printing the first edition of Mr. Vestibule Abel's latest novel. The book needed no further recommendation—admitted of none. Hosts of book buyers, of that judicious class to which I have alluded, resolved forthwith to possess themselves of as much of that paper as is contained in one volume of the novel.

Even the size of type which is employed in advertising a book, has great influence in determining the choice of certain buyers. A work of very inferior merit, if heralded as "the book of the year" with its title printed in capitals two inches high, will be chosen in preference to a much better work that is announced with becoming modesty and truthfulness. Even people of intelligence and good taste sometimes suffer themselves to be deceived by delusive advertisements and misleading reviews. It is gratifying to know, however, that books thus foisted upon the public have but short lives and are soon forgotten. The true lover of books will not be deceived; he

will choose for himself not the latest "craze" but that which is of known worth and of permanent literary value. He will choose with discrimination, as he would choose a friend; and among the great multitude of really worthy and important books, surely he will find enough—whether for instruction or for pleasure—to occupy all his leisure and to fill the shelves of his library however ample they may be.

But, you ask, how are we, even after discarding all useless books, to select always those which are of the highest value to us?

There are perhaps a score of books which should be read and studied by every one who claims the title of reader; but, aside from these, each person should determine, through a process of rigid self-examination, what course of reading and what books are likely to produce the most profitable results to him. Find out, if possible, what is your special bent of mind. What line of inquiry or investigation is the most congenial to your taste or mental capacity? Having determined this question, let

your reading all centre around that topic of study which you have made your own,—whether it be literature, science, history, music, art, or any of the innumerable subdivisions of these subjects. In other words, choose a specialty, and follow it with an eye single to it alone.

The habit of desultory reading—reading simply to be entertained—is a habit not to be indulged in too frequently or to excess. To the toil-worn and those overburdened with care it often affords the best means of relaxation; but book lovers and scholars find their truest pleasure in reading systematically and with some definite aim.

Says Frederic Harrison: "Every book that we take up without a purpose is an opportunity lost of taking up a book with a purpose; every bit of stray information which we cram into our heads without any sense of its importance is for the most part a bit of the most useful information driven out of our heads and choked off from our minds. . . . We

know that books differ in value as much as diamonds differ from the sand on the seashore, as much as our living friend differs from a dead rat. We know that much in the myriad-peopled world of books—very much in all kinds—is trivial, enervating, inane, even noxious. And thus, where we have infinite opportunities of wasting our effort to no end, of fatiguing our minds without enriching them, of clogging the spirit without satisfying it, there, I cannot but think, the very infinity of opportunities is robbing us of the actual power of using them. . . . To know anything that turns up is, in the infinity of knowledge, to know nothing. To read the first book we come across, in the wilderness of books, is to learn nothing. To turn over the pages of ten thousand volumes is to be practically indifferent to all that is good." [1]

And John Ruskin offers the following pertinent advice to beginners: "It is of the greatest importance to you, not only for art's sake, but

[1] *Fortnightly Review (April, 1879).*

for all kinds of sake, in these days of book deluge, to keep out of the salt swamps of literature, and live on a little rocky island of your own, with a spring and a lake in it, pure and good. I cannot, of course, suggest the choice of your library to you, for every several mind needs different books; but there are some books which we all need, and assuredly, if you read Homer, Plato, Æschylus, Herodotus, Dante, Shakespeare, and Spenser as much as you ought, you will not require wide enlargement of your shelves to right and left of them for purposes of perpetual study. Among modern books, avoid generally magazine and review literature. Sometimes it may contain a useful abridgment or a wholesome piece of criticism; but the chances are ten to one it will either waste your time or mislead you. If you want to understand any subject whatever, read the best book upon it you can hear of; not a review of the book. . . . A common book will often give you much amusement, but it is only a noble book which will give you dear friends."

If any of us could recall the time which we have spent in desultory and profitless reading, and devote it now faithfully to the prosecution of that special line of study which ought, long ago, to have been chosen, how largely we might add to our fund of useful knowledge, and how grandly we might increase our intellectual stature! "If I could recover the hours idly given to the newspaper, not for my own gratification, but solely for my neighbor at the breakfast table," says a contemporary critic, "I could compass a solid course of English and American history, get at the antecedents of political parties in the two countries, and give the reasons for the existence of Gladstone and Parnell, of Blaine and Edmunds, in modern politics—and there is undoubtedly a reason for them all. Two columns a day in the newspapers—which I could easily have spared, for they were given mainly to murder trials and the search for corpses, or to the romance of the reporter concerning the same—have during the last ten years absorbed just about the

time I might have spent in reading a very respectable course in history,—one embracing, say, Curtius and Grote for Greece, Mommsen, Merivale, and Gibbon for Rome, Macaulay and Green for my roots in Saxondom, Bancroft, Hildreth, and Palfrey for the ancestral tree in America, together with a very notable excursion into Spain and Holland with Motley and Prescott,—a course which I consider very desirable, and one which should set up a man of middle age very fairly in historical knowledge. I am sure I could have saved this amount out of any ten years of my newspaper reading alone, without cutting off any portion of that really valuable contribution for which the daily paper is to be honored, and which would be needed to make me an intelligent man in the history of my own times." [1]

It is not necessary that, in selecting a library or in choosing what you will read, you should have many books at your disposal. A few books, well chosen and carefully read, will be of infi-

[1] *James Herbert Morse, in The Critic (July 5, 1884).*

nitely more value to you than any miscellaneous and misused collection, however large. It is possible for "the man of one book" to be better equipped in knowledge and literary attainments than he whose shelves are loaded with all the fashionable literature of the day.

If your means will not permit you the luxury of a library, buy one book, or a few books, chosen with special reference to the line of reading which you have determined upon. Let no alluring advertisement, plentifully besprinkled with superlatives, entice you into the spending of money for that which profiteth not. Turn a deaf ear to the honeyed words of the book agent who would persuade you that tinsel is better than gold. Know for yourself what will meet your wants best, and choose that only. You cannot afford to waste time on mere catchpenny or machine publications, whose only recommendation is that they are harmless and that they sell well. That man is to be envied who can say, "I have a library of fifty or of a hundred volumes, all relating to my

chosen line of thought, and not a single inferior or worthless book among them."

To make a beginning, I beg to propose a short list of famous books,—"books fashioned by the intellect of godlike men,"—books which every person who aspires to the rank of thinker should regard as his inheritance from the master minds of the ages. If you know these books —or any of them—you know something of that which is best in the great world of letters. "Hard reading," do you say? Perhaps they may seem so at first, but if you desire wisdom, you cannot afford to live in ignorance of them. Of wisdom, fiction, poetry, what better collection could you choose?

Plato's Dialogues (Jowett's translation).
Herodotus (Rawlinson's translation).
Demosthenes's Orations on the Crown.
Bacon's Essays.
Macaulay's Essays.
Carlyle's Heroes and Hero Worship.
Emerson's Essays.
Charles Lamb's Essays of Elia.
Sir Walter Scott's Ivanhoe.

Dickens's David Copperfield.
Thackeray's Vanity Fair.
Blackmore's Lorna Doone.
George Eliot's Romola.
Nathaniel Hawthorne's Marble Faun.
Washington Irving's Sketch Book.
Victor Hugo's Les Misérables.
Cervantes's Don Quixote de la Mancha.
Homer's Iliad (Lang, Leaf, and Myers's translation).
Homer's Odyssey (Butcher and Lang's translation).
Æschylus (Plumptre's translation).
Dante's Divina Commedia (Longfellow's translation).
Milton's Paradise Lost.
Shakespeare's Works.
Tennyson's Poems.
Longfellow's Poetical Works.
Goethe's Faust (Bayard Taylor's translation).

I have named but twenty-five authors; but each of these, in his own line of thought and endeavor, stands among the first in the long procession of immortals. When you have the opportunity to make the acquaintance of such as these, will you waste your time with writers whom you would be ashamed to number among your personal friends? "Will you go and gossip

with your housemaid or your stable boy, when you may talk with kings and queens, while this eternal court is open to you, with its society wide as the world, multitudinous as its days, the chosen, the mighty, of every place and time? Into that you may enter always; in that you may take fellowship and rank according to your wish; from that, once entered into it, you can never be outcast but by your own fault; by your aristocracy of companionship there, your inherent aristocracy will be assuredly tested, and the motives with which you strive to take high place in the society of the living, measured, as to all the truth and sincerity that are in them, by the place you desire to take in this company of the dead.

"The place you desire—and the place you *fit yourself for*, I must also say. Because, observe, this court of the past differs from all living aristocracy in this:—it is open to labor and merit, but to nothing else. No wealth will bribe, no name overawe, no artifice deceive the guardian of those Elysian gates. In the

deep sense, no vile or vulgar person ever enters there. . . . Do you ask to be the companion of nobles? Make yourself noble, and you shall be. Do you long for the conversation of the wise? Learn to understand it, and you shall hear it. But on other terms? — no."[1]

[1] *John Ruskin, Sesame and Lilies.*

HOW TO READ

And as for me, though I con but lite,
On bookes for to rede I me delite,
And to hem yeve I faith and credence,
And in my herte have hem in reverence
So hertely, that there is game none,
That from my bookes maketh me to gone,
But it be seldome on the holy daie,
Save certainly, whan that the month of May
Is comen, and that I heare the foules sing,
And that the floures ginnan for to spring,
Farwell my booke, and my devotion.

Geoffrey Chaucer

CHAPTER II

HOW TO READ

HAVING chosen some of the books that are to be our friends and counsellors, the next question to be considered is, How shall we use them? Shall we read them through as hastily as possible, believing that the more we read, the more learned we are? Or shall we not derive more profit by reading slowly, and by making the subject-matter of each book *thoroughly our own?*

I do not believe that any general rule can be given with reference to this matter. Some readers will take in a page at a glance, and will more thoroughly master a book in a week than others could possibly master it in six months. It required Frederick W. Robertson half a year to read a small manual of chemistry, and thoroughly to digest its contents. Miss Martineau and Auguste Comte were remarkably slow readers; but then, that which

they read "lay fructifying, and came out a living tree with leaves and fruit." Yet it does not follow that the same rule should apply to readers of every grade of genius.

It is generally better to read by subjects, to learn what different writers have thought and said concerning that matter of which you are making a special study. Not all books are to be read through.

"A person who was a very great reader and hard thinker," says Bishop Thirlwall, "once told me that he never took up a book except with the view of making himself master of some subject which he was studying, and that while he was so engaged he made all his reading converge to that point. In this way he might read parts of many books, but not a single one from 'end to end.' This I take to be an excellent method of study, but one which implies the command of many books as well as of much leisure."

Seneca, the old Roman teacher, says: "Definite reading is profitable; miscellaneous read-

ing is pleasant. . . . The reading of many authors and of all kinds of works has in it something vague and unstable."

Says Quintilian: "Every good writer is to be read, and diligently; and when the volume is finished, it is to be gone through again from the beginning."

Martin Luther, in his "Table Talk," says: "All who would study with advantage in any art whatsoever ought to betake themselves to the reading of some sure and certain books oftentimes over; for to read many books produceth confusion rather than learning, like as those who dwell everywhere are not anywhere at home."

"Reading," says Locke the philosopher, "furnishes the mind only with materials of knowledge; it is thinking that makes what is read ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great load of collections; unless we chew them over again, they will not give us strength and nourishment."

"Much reading," says Dr. Robert South, "is like much eating,—wholly useless without digestion."

"Desultory reading," writes Julius C. Hare, "is indeed very mischievous, by fostering habits of loose, discontinuous thought, by turning the memory into a common sewer for rubbish of all thoughts to flow through, and by relaxing the power of attention, which of all our faculties most needs care, and is most improved by it. But a well-regulated course of study will no more weaken the mind than hard exercise will weaken the body; nor will a strong understanding be weighed down by its knowledge, any more than oak is by its leaves or than Samson was by his locks. He whose sinews are drained by his hair must already be a weakling." [1]

Says Thomas Carlyle: "Learn to be good readers,—which is perhaps a more difficult thing than you imagine. Learn to be discriminative in your reading; to read faithfully, and

[1] *Guesses at Truth, by Two Brothers, 1848*

with your best attention, all kinds of things which you have a real interest in,—a real, not an imaginary,—and which you find to be really fit for what you are engaged in. The most unhappy of all men is the man who cannot tell what he is going to do, who has got no work cut out for him in the world, and does not go into it. For work is the grand cure of all the maladies and miseries that ever beset mankind,—honest work, which you intend getting done."

Says Ralph Waldo Emerson: "The best rule of reading will be a method from nature, and not a mechanical one of hours and pages. It holds each student to a pursuit of his native aim, instead of a desultory miscellany. Let him read what is proper to him, and not waste his memory on a crowd of mediocrities. . . . The three practical rules which I have to offer are: 1. Never read any book that is not a year old. 2. Never read any but famed books. 3. Never read any but what you like; or, in Shakspeare's phrase,—

'No profit goes where is no pleasure ta'en:
In brief, sir, study what you most affect.'"[1]

"Let us read good works often over," says another writer.[2] "Some skip from volume to volume, touching on all points, resting on none. We hold, on the contrary, that if a book be worth reading once, it is worth reading twice, and that if it stands a second reading, it may stand a third. This, indeed, is one great test of the excellence of books. Many books require to be read more than once, in order to be seen in their proper colors and latent glories, and dim-discovered truths will by-and-by disclose themselves. . . . Again, let us read thoughtfully; this is a great secret in the right use of books. Not lazily, to mumble, like the dogs in the siege of Corinth, as dead bones, the words of the author,—not slavishly to assent to his every word, and cry Amen to his every conclusion,—not to read him as an officer his general's orders, but to read him with suspicion, with inquiry, with a free exer-

[1] *Society and Solitude.* [2] *George Gilfillan.*

cise of your own faculties, with the admiration of intelligence, and not with the wonder of ignorance,—that is the proper and profitable way of reading the great authors of your native tongue."

Says Sir Arthur Helps: "There is another view of reading which, though it is obvious enough, is seldom taken, I imagine, or at least acted upon; and that is, that in the course of our reading we should lay up in our minds a store of goodly thoughts in well-wrought words, which should be a living treasure of knowledge always with us, and from which, at various times and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy. . . . In any work that is worth carefully reading, there is generally something that is worth remembering accurately. A man whose mind is enriched with the best sayings of his own country is a more independent man, walks the streets in a town or the lanes in the country with far more delight than he otherwise would have,

and is taught by wise observers of man and nature to examine for himself. Sancho Panza, with his proverbs, is a great deal better than he would have been without them; and I contend that a man has something in himself to meet troubles and difficulties, small or great, who has stored in his mind some of the best things which have been said about troubles and difficulties." [1]

And John Ruskin: "No book is worth anything which is not worth *much;* nor is it serviceable until it has been read, and re-read, and loved, and loved again; and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapons he needs in an armory, or a housewife bring the spice she needs from her store."

"I am not at all afraid," says Matthew Browne, "of urging overmuch the propriety of frequent, very frequent, reading of the same book. The book remains the same, but the reader changes; and the value of reading lies

[1] *Friends in Council.*

in the collision of minds. It may be taken for granted that *no* conceivable amount of reading could ever put me into the position with respect to his book—I mean as to intelligence only—in which the author strove to place me. I may read him a hundred times, and not catch the precise right point of view; and may read him a hundred and one times, and approach it the hundred and first. The driest and hardest book that ever was, contains an interest over and above what can be picked out of it, and laid, so to speak, on the table. It is interesting as my friend is interesting; it is a problem which invites me to closer knowledge, and *that* usually means better liking. He must be a poor friend that we only care to see once or twice, and then forget."[1]

"The great secret of reading consists in this," says an American critic, "that it does not matter so much what we read, or how we read it, as what we think and how we think it. Reading is only the fuel; and, the mind

[1] *Views and Opinions.*

once on fire, any and all material will feed the flame, provided only it have any combustible matter in it. And we cannot tell from what quarter the next material will come. The thought we need, the facts we are in search of, may make their appearance in the corner of the newspaper, or in some forgotten volume long ago consigned to dust and oblivion. . . . The mind that is not awake and alive will find a library a barren wilderness. Now, gather up the scraps and fragments of thought on whatever subject you may be studying,—for of course by a notebook I do not mean a mere receptacle for odds and ends, a literary dust bin,—but acquire the habit of gathering everything whenever and wherever you find it, that belongs in your line or lines of study, and you will be surprised to see how such fragments will arrange themselves into an orderly whole by the very organizing power of your own thinking, acting in a definite direction. This is a true process of self-education; but you see it is no mechanical process of mere

aggregation. It requires activity of thought; but without that, what is any reading but mere passive amusement? And it requires method. I have myself a sort of literary bookkeeping. I post my literary accounts, bringing together in proper groups the fruits of much casual reading." [1]

Edward Gibbon the historian tells us that a taste for books was the pleasure and glory of his life. "Let us read with method," he says, "and propose to ourselves an end to which our studies may point. The use of reading is to aid us in thinking."

Among practical suggestions to those who would read for profit, I have found nothing more pertinent than the following from the posthumous papers of Bryan Waller Procter: "Always read the preface to a book. It places you on vantage ground, and enables you to survey more completely the book itself. You frequently also discover the character of the author from the preface. You see his aims,

[1] *C. F. Richardson, The Choice of Books.*

perhaps his prejudices. You see the point of view from which he takes his pictures, the rocks and impediments which he himself beholds, and you steer accordingly. . . . Understand every word you read; if possible, every allusion of the author,—if practicable, while you are reading; if not, make search and inquiry as soon as may be afterward. Have a dictionary near you when you read; and when you read a book of travels, always read with a map of the country at hand. Without a map the information is vague and transitory. . . . After having read as much as your mind will easily retain, sum up what you have read,—endeavor to place in view the portion or subject that has formed your morning's study; and then reckon up (as you would reckon up a sum) the facts or items of knowledge that you have gained. It generally happens that the amount of three or four hours' reading may be reduced to and concentrated in half a dozen propositions. These are your gains,—these are the facts or opinions that you have

acquired. You may investigate the truth of them hereafter. Although I think that one's general reading should extend over many subjects, yet for serious *study* we should confine ourselves to some branch of literature or science. Otherwise the mind becomes confused and enfeebled, and the thoughts, dissipated on many things, will settle profitably on none. A man whose duration of life is limited, and whose powers are limited also, should not aim at all things, but should content himself with a few. By such means he may master one, and become tolerably familiar perhaps with two or three arts or sciences. He may indeed even make valuable contributions to them. Without this economy of labor, he cannot produce any complete work, nor can he exhaust any subject." [1]

Every person is familiar with Lord Bacon's classification of books,—some "to be tasted, others to be swallowed, and some few to be

[1] *Temple Bar (September, 1884),—"Barry Cornwall on the Reading of Books."*

chewed and digested: that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention." Coleridge's classification of the various kinds of readers is perhaps not quite so well known. He said that some readers are like jelly-bags, —they let pass away all that is pure and good, and retain only what is impure and refuse. Another class he typified by a sponge; these are they whose minds suck all up, and give it back again, only a little dirtier. Others, again, he likened to an hourglass, and their reading to the sand which runs in and out, and leaves no trace behind. And still others he compared to the slave in the Golconda mines, who retains the gold and the gems, and casts aside the dust and the dross.

Charles C. Colton, the author of "Lacon," says there are three kinds of readers: first, those who read to think,—and they are rare; second, those who read to write,—and they are common; third, those who read to talk,—

and they form the great majority. And Goethe, the greatest name in German literature, makes still a different classification: some readers, he tells us, enjoy without judgment; others judge without enjoyment; and some there are who judge while they enjoy, and enjoy while they judge.

In these days, when, so far as reading matter is concerned, we are overburdened with an embarrassment of riches, we cannot afford to read, even in the books which we have chosen as ours, those things that have no relationship to our studies, that do not uplift or improve us, or that are sure to be forgotten as soon as read. The art of reading, says Philip Gilbert Hamerton in one of his admirable essays in "The Intellectual Life," "is to skip judiciously. The art is to skip all that does not concern us, whilst missing nothing that we really need. No external guidance can teach this; for nobody but ourselves can guess what the needs of our intellect may be. But let us select with decisive firmness, independently of

other people's advice, independently of the authority of custom." And Charles F. Richardson, referring to the same subject, remarks: "The art of skipping is, in a word, the art of noting and shunning that which is bad, or frivolous, or misleading, or unsuitable for one's individual needs. If you are convinced that the book or the chapter is bad, you cannot drop it too quickly. If it is simply idle and foolish, put it away on that account,—unless you are properly seeking amusement from idleness and frivolity. If it is something deceitful and disingenuous, your task is not so easy; but your conscience will give you warning, and the sharp examination which should follow will tell you that you are in poor literary company."

ON THE VALUE AND USE OF LIBRARIES

All round the room my silent servants wait, —
My friends in every season, bright and dim
Angels and seraphim
Come down and murmur to me, sweet and low,
And spirits of the skies all come and go
Early and late;
From the old world's divine and distant date,
From the sublimer few,
Down to the poet who but yester-eve
Sang sweet and made us grieve,
All come, assembling here in order due.
And here I dwell with Poesy, my mate,
With Erato and all her vernal sighs,
Great Clio with her victories elate,
Or pale Urania's deep and starry eyes.

Bryan Waller Procter

CHAPTER III

ON THE VALUE AND USE OF LIBRARIES

A LIBRARY is the scholar's workshop; it is the teacher's assistant; it is the professional man's chief outfit. To the true book lover it is much more: it is a paradise of delights wherein are contained those things that inform the mind, stimulate the understanding, cultivate the heart, and uplift the soul. Any good collection of books may give you pleasure —may contain the means whereby you can add to your knowledge. But you can never know the true value of such a collection, you can never experience the wealth of happiness which books can give, until you possess a library that is all your own. A very few volumes will do, if they are of the right kind—and if they are *yours*. A borrowed book is but a cheap pleasure, an unappreciated and unsatisfactory tool. To know the true value of books, and to derive any satisfactory benefit from them, you must

first feel the sweet delight of buying them,— you must know the preciousness of possession.

You plead poverty,—the insufficiency of your income? But do you not spend for other things, entirely unnecessary, much more every year than the cost of a few books? The immediate outlay need not be large, the returns which you will realize will be great in proportion to your good judgment and earnestness. Not only will the possession of a good library add to your means of enjoyment and increase your capacity for doing good, it may, if you are worldly-minded,—and who is not?—put you in the way of occupying a more desirable position and earning a more satisfactory reward for your labors.

There are two kinds of books that you will need in your library: first, those which represent the highest and best achievements of the master minds of the ages; second, those which are valuable only for the information contained in them or for their connection with that department of the world's work which is your

own. The former will be your friends, your companions, your counsellors; the latter you may regard as the tools of your craft, to be used as occasion demands. The former we may designate as books of power; the latter as books of the workshop.

Far be it from me to dictate to you what books you shall choose. The lists given in the chapters which follow this are designed simply as suggestive aids. As for the rest, you must depend upon your own judgment and good taste. If you are wise, you may, in a library of fifty or even thirty well-chosen volumes, possess infinite riches and means for a lifetime of enjoyment; while, on the other hand, if you are injudicious, you may expend thousands of dollars for a collection of the odds and ends of literature, which will be only an incumbrance and a hindrance to you.

"I would urge upon every young man, as the beginning of his due and wise provision for his household," says John Ruskin, "to obtain as soon as he can, by the severest

economy, a restricted, serviceable, and steadily —however slowly—increasing series of books for use through life; making his little library, of all the furniture in his room, the most studied and decorative piece; every volume having its assigned place, like a little statue in its niche, and one of the earliest and strictest lessons to the children of the house being how to turn the pages of their own literary possessions lightly and deliberately, with no chance of tearing or dog's-ears." [1]

And Henry Ward Beecher emphasizes the same idea, remarking that, among the early ambitions to be excited in clerks, workmen, journeymen, and indeed among all that are struggling up in life from nothing to something, the most important is that of forming and continually adding to a library of good books. "A little library, growing larger every year, is an honorable part of a man's history. It is a man's duty to have books. A library is not a luxury, but one of the necessaries of life."

[1] *Sesame and Lilies.*

"How much do you think we spend altogether on our libraries, public or private, as compared with what we spend on our horses?" asks another enthusiastic lover of books, already quoted. "If a man spends lavishly on his library, you call him mad,—a bibliomaniac. But you never call any one a horse-maniac, though men ruin themselves every day by their horses, and you do not hear of people ruining themselves by their books. . . . We talk of food for the mind, as of food for the body: now, a good book contains such food inexhaustibly; it is a provision for life, and for the best of us; yet how long most people would look at the best book before they would give the price of a large turbot for it! Though there have been men who have pinched their stomachs and bared their backs to buy a book, whose libraries were cheaper to them, I think, in the end than most men's dinners are. We are few of us put to such trial, and more the pity: for, indeed, a precious thing is all the more precious to us if it has been won by work

or economy; and if public libraries were half as costly as public dinners, or books cost the tenth part of what bracelets do, even foolish men and women might sometimes suspect there was good in reading, as well as in munching and sparkling; whereas the very cheapness of literature is making even wise people forget that if a book is worth reading, it is worth buying."

"The truest owner of a library," says the author of "Hesperides," "is he who has bought each book for the love he bears to it,—who is happy and content to say, 'Here are my jewels, my choicest material possessions!'—who is proud to crown such assertion thus: 'I am content that this library shall represent the use of the talents given me by Heaven!' That man's library, though not commensurate with his love for books, will demonstrate what he has been able to accomplish with his resources; it will denote economy of living, eagerness to possess the particles that compose his library, and quick watchfulness to

seize them when means and opportunities serve. Such a man has built a temple, of which each brick has been the subject of curious and acute intelligent examination and appreciation before it has been placed in the sacred building."

"Every man should have a library!" exclaims William Axon. "The works of the grandest masters of literature may now be procured at prices that place them within the reach almost of the very poorest, and we may all put Parnassian singing-birds into our chambers to cheer us with the sweetness of their songs. And when we have got our little library we may look proudly at Shakespeare and Bacon and Bunyan, as they stand in our bookcase with other noble spirits of whom the world knows nothing, but whose worth we have often tested. These may cheer and enlighten us, may inspire us with higher aims and aspirations, may make us, if we use them rightly, wiser and better men."[1]

[1] *Meliora (October, 1867).*

Good old George Dyer, the friend of the poet Southey, as learned as he was benevolent, was wont to say: "Libraries are the wardrobes of literature, whence men, properly informed, may bring forth something for ornament, much for curiosity, and more for use."

"Any library is an attraction," says the venerable A. Bronson Alcott; and Victor Hugo writes:—

"A library implies an act of faith,
Which generations still in darkness hid
Sign in their night in witness of the dawn."

John Bright, the great English statesman and reformer, in a speech at the opening of the Birmingham Free Library, remarked: "You may have in a house costly pictures and costly ornaments, and a great variety of decoration; yet, so far as my judgment goes, I would prefer to have one comfortable room well stocked with books to all you can give me in the way of decoration which the highest art can supply. The only subject of lamentation is—one feels that always, I think, in the presence of a

library—that life is too short, and I am afraid I must say also that our industry is so far deficient that we seem to have no hope of a full enjoyment of the ample repast that is spread before us. In the houses of the humble a little library, in my opinion, is a most precious possession."

Jean Paul Richter, it is said, was always melancholy in a large library, because it reminded him of his ignorance.

"A library may be regarded as the solemn chamber in which a man can take counsel of all that have been wise and great and good and glorious amongst the men that have gone before him," said George Dawson, also at Birmingham. "If we come down for a moment and look at the bare and immediate utilities of a library, we find that here a man gets himself ready for his calling, arms himself for his profession, finds out the facts that are to determine his trade, prepares himself for his examination. The utilities of it are endless and priceless. It is, too, a place of pastime; for man

has no amusement more innocent, more sweet, more gracious, more elevating, and more fortifying than he can find in a library. If he be fond of books, his fondness will discipline him as well as amuse him. . . . A library is the strengthener of all that is great in life, and the repeller of what is petty and mean; and half the gossip of society would perish if the books that are truly worth reading were read. . . . When we look through the houses of a large part of the middle classes of this country, we find there everything but what there ought most to be. There are no books in them worth talking of. If a question arises of geography, they have no atlases. If the question be when a great man was born, they cannot help you. They can give you a gorgeous bed, with four posts, marvellous adornments, luxurious hangings, and lacquered shams all round; they can give you dinners *ad nauseam*, and wine that one can, or cannot, honestly praise. But useful books are almost the last things that are to be found there; and when the mind is empty of

those things that books can alone fill it with, then the seven devils of pettiness, frivolity, fashionableness, gentility, scandal, small slander, and the chronicling of small beer come in and take possession. Half this nonsense would be dropped if men would only understand the elevating influences of their communing constantly with the lofty thoughts and high resolves of men of old times."

The author of "Dreamthorp," filled with love and enthusiasm, discourses thus: "I go into my library, and all history unrolls before me. I breathe the morning air of the world while the scent of Eden's roses yet lingers in it, while it vibrates only to the world's first brood of nightingales and to the laugh of Eve. I see the pyramids building; I hear the shoutings of the armies of Alexander; I feel the ground shake beneath the march of Cambyses. I sit as in a theatre,—the stage is time; the play is the play of the world. What a spectacle it is! What kingly pomp, what processions file past, what cities burn to heaven, what crowds

of captives are dragged at the chariot wheels of conquerors! I hiss, or cry 'Bravo,' when the great actors come on, shaking the stage. I am a Roman emperor when I look at a Roman coin. I lift Homer, and I shout with Achilles in the trenches. The silence of the unpeopled Assyrian plains, the out-comings and in-goings of the patriarchs,—Abraham and Ishmael, Isaac in the fields at eventide, Rebekah at the well, Jacob's guile, Esau's face reddened by desert sun-heat, Joseph's splendid funeral procession,—all these things I find within the boards of my Old Testament. What a silence in those old books as of a half-peopled world,—what bleating of flocks, what green pastoral rest, what indubitable human existence! Across brawling centuries of blood and war, I hear the bleating of Abraham's flocks, the tinkling of the bells of Rebekah's camels. O men and women, so far separated yet so near, so strange yet so well-known, by what miraculous power do I know you all? Books are the true Elysian fields, where the spirits of the dead

converse; and into these fields a mortal may venture unappalled. What king's court can boast such company? What school of philosophy, such wisdom? The wit of the ancient world is glancing and flashing there. There is Pan's pipe, there are the songs of Apollo. Seated in my library at night, and looking on the silent faces of my books, I am occasionally visited by a strange sense of the supernatural. They are not collections of printed pages, they are ghosts. I take one down, and it speaks with me in a tongue not now heard on earth, and of men and things of which it alone possesses knowledge. I call myself a solitary, but sometimes I think I misapply the term. No man sees more company than I do. I travel with mightier cohorts around me than did ever Timour or Genghis Khan on their fiery marches. I am a sovereign in my library; but it is the dead, not the living, that attend my levees."

And here is a singularly beautiful passage which I commend to you from Gilbert de la

Porrée, who was archbishop of Poitiers away back in the twelfth century.

"I sit here with no company but books, dipping into dainty honeycombs of literature. All minds in the world's history find their focus in a library. This is the pinnacle of the temple from which we may see all the kingdoms of the world and the glory of them. I keep Egypt and the Holy Land in the closet next the window. On the side of them is Athens and the Empire of Rome. Never was such an army mustered as I have here. No general ever had such soldiers as I have. No kingdom ever had half such illustrious subjects as mine, or half as well governed. I can put my haughtiest subjects up or down, as it pleases me.

"I call 'Plato,' and he answers 'Here'—a noble and sturdy soldier. 'Aristotle,' 'Here'—a host in himself. 'Demosthenes,' 'Cicero,' 'Cæsar,' 'Tacitus,' 'Pliny'—'Here!' they answer, and they smile at me in their immortality of youth. Modest all, they never speak unless spoken to Bountiful all, they never

refuse to answer. And they are all at peace together.

"My architects are building night and day without sound of hammer; my painters designing, my poets singing, my philosophers discoursing, my historians and theologians weaving their tapestries, my generals marching about without noise or blood. I hold all Egypt in fee simple. I build not a city, but empires at a word. I can say as much of all the Orient as he who was sent to grass did of Babylon.

"All the world is around me, all that ever stirred human hearts or fired the imagination is harmlessly here. My library shelves are the avenues of time. Ages have wrought, generations grown, and all their blossoms are cast down here. It is the garden of immortal fruits, without dog or dragon."

BOOKS OF POWER

Books of this kind have been written in all ages by their greatest men; — by great leaders, great statesmen, and great thinkers. These are all at your choice; and life is short.

John Ruskin

CHAPTER IV

BOOKS OF POWER

THE first thing naturally, when one enters a scholar's study or library," says Dr. Holmes, "is to look at his books. One gets a notion very speedily of his tastes and the range of his pursuits by a glance round his book-shelves."

What sort of notion would you form of that person whose library includes a respectable part of all those truly great and time-abiding books which I have elsewhere alluded to as books of power? These are the works which embody the best thoughts of the noblest thinkers of all countries and ages; in them we perceive the crystallization of human wisdom as it has been made manifest through the grandest intellects of all nations; by the reading of them our minds are lifted into closer companionship with the invisible, the sublime, the everlasting. Such books are for the build-

ing up of a lofty character, for the turning of the soul inward upon itself and the fitting of it for greater, stronger, worthier achievements.

Shall I name some of these immortal works? And while I am naming them, think of what is contained in a library of such books—the accumulated wisdom of all the centuries.

For convenience of reference I designate them in alphabetical order and in most cases under the names of their authors.

ADDISON: The Spectator. "The talk of Addison and Steele is the brightest and easiest talk that was ever put in print."—JOHN RICHARD GREEN.

ÆSCHYLUS: Tragedies. Prometheus Bound has been rendered into English verse by Elizabeth Barrett Browning, Agamemnon has been translated by Dean Milman, and the entire seven tragedies by Dean Potter. "The Prometheus is a poem of the like dignity and scope as the Book of Job, or the Norse Edda."—EMERSON.

ÆSOP: Fables. The best English edition is probably that of Joseph Jacobs. "The oldest representative that we have of the literary art of primitive man."—H. T. PECK.

ARABIAN NIGHTS. For most readers Lane's translation is to be preferred. "A treasury of Oriental fancy which has an equal charm for credulous youth and sceptical manhood."—W. DAVENPORT ADAMS.

Ariosto: Orlando Furioso. The standard translation is that of W. S. Rose in Bohn's Illustrated Library. "As a great single poem, it has been very rarely surpassed in the living records of poetry."—HALLAM.

Aristophanes: Comedies. The translation by John Hookham Frere is admirable. "We might apply to the pieces of Aristophanes the motto of a pleasant and acute adventurer in Goethe: 'Mad, but clever.'" —A. W. SCHLEGEL.

Aristotle: Selections. Translated by Jowett. "The master of those who know." —DANTE.

Bacon's Essays. "He seemed to me ever, by his work, one of the greatest men, and most worthy of admiration, that had been in many ages." —BEN JONSON.

Bible, The. For a book lover's library, Professor Moulton's Modern Reader's Bible is unsurpassed. "That vast Oriental beaker brimming with poetry." —VICTOR HUGO.

Boswell's Life of Samuel Johnson. "Scarcely since the days of Homer has the feat been equalled; indeed, in many senses, this also is a kind of heroic poem." —CARLYLE.

Browne, Sir Thomas: Religio Medici. "One of the most beautiful prose poems in the language." —LORD LYTTON.

Bunyan: Pilgrim's Progress. "A book that breathes with every beautiful and valuable emotion." —R. L. STEVENSON.

Burke's Orations and Political Essays. "In amplitude

of comprehension and richness of imagination, Burke was superior to every orator, ancient or modern."—LORD MACAULAY.

BURNS'S Poems. "While the human heart beats, the name of Robert Burns will be music in human ears."—GEORGE WILLIAM CURTIS.

BURTON, ROBERT: The Anatomy of Melancholy. Byron says that "if the reader has patience to go through the Anatomy of Melancholy, he will be more improved for literary conversation than by the perusal of any twenty other works with which I am acquainted."

CARLYLE'S Essays. "No man of his generation has done so much to stimulate thought."—ALFRED H. GUERNSEY.

CERVANTES: Don Quixote de la Mancha. "The work of Cervantes is the greatest in the world after Homer's Iliad, speaking of it, I mean, as a work of entertainment."—DR. JOHNSON.

CHAUCER. If not the complete works, at least the Canterbury Tales. "It is sufficient to say, according to the proverb, that *here is God's plenty.*"—DRYDEN.

CICERO: Orations, Offices, Old Age, Friendship. Long's translation of the Orations is the best. "Rome's most eloquent master of the art of using words."—FROUDE.

COLERIDGE: The Ancient Mariner, Christabel, and Genevieve. "These might be bound up in a volume of twenty pages, but they should be bound in pure gold."—STOPFORD BROOKE.

DANTE'S Divina Commedia. Translated by Longfellow. "For men of sane intellect he is, in very deed, the man who attained the sublimest heights of regenerated art." — D'ANCONA.

DEFOE: Robinson Crusoe. "Contains (not for boys, but for men) more religion, more philosophy, more psychology, more political economy, more anthropology, than are found in many elaborate treatises on these special subjects." — FREDERIC HARRISON.

DEMOSTHENES: Orations. A good translation is that of Kennedy in Bohn's Classical Library. "The orator in whom artistic genius was united, more perfectly than in any other man, with moral enthusiasm." — R. C. JEBB.

DICKENS'S Novels. If not all, at least the following: David Copperfield, Dombey and Son, Nicholas Nickleby, Old Curiosity Shop, A Tale of Two Cities, and Pickwick Papers. "The most beneficent good genie that ever wielded a pen." — ROBERT BUCHANAN.

DRYDEN'S Poems. "Dryden is even better than Pope. He has immense masculine energies." — R. CHAMBERS.

GEORGE ELIOT'S Novels. Adam Bede, The Mill on the Floss, Romola, Middlemarch, Daniel Deronda. "The greatest representative of the analytical and psychological school." — CHARLES WALDSTEIN.

EMERSON'S Essays. "A diction at once so rich and so homely as his, I know not where to match in these days of writing by the page; it is like homespun cloth-of-gold." — J. R. LOWELL.

EPICTETUS: Discourses. Long's edition. "It is impossible for any person of sound mind not to be charmed by his works."—NIEBUHR.

EURIPIDES: Tragedies. Prose translation by Coleridge, in the Bohn Classical Library, or A. S. Way's metrical translation. "A poet whom Socrates called his friend, whom Aristotle lauded, whom Alexander admired."—GOETHE.

FIELDING's Tom Jones. "We read his books as we drink a pure, wholesome, and rough wine, which cheers and fortifies us, and which wants nothing but bouquet."—H. A. TAINE.

FROISSART's Chronicles. The most popular translation is that by Thomas Johnes, 1802. "No historian has drawn so many and such faithful portraits."—WALTER BESANT.

GIBBON: Decline and Fall of the Roman Empire. "His conception of the whole subject was as poetical as a great picture."—STOPFORD BROOKE.

GOETHE's Faust. Translated by Bayard Taylor. "What constitutes Goethe's glory is, that in the nineteenth century he did produce an epic poem—I mean a poem in which genuine gods act and speak."—H. A. TAINE.

GOLDSMITH: The Vicar of Wakefield. "The blotting out of the Vicar of Wakefield, from most minds, would be more grievous than to know that the island of Borneo had sunk in the sea."—R. CHAMBERS.

HAWTHORNE's Novels. The Scarlet Letter, The Marble

Faun, The Blithedale Romance, The House of the Seven Gables. "Of all cynics he was the brightest and kindest, and the subtleties he spun are mere silken threads for stringing polished beads." —HENRY JAMES.

HERODOTUS. Rawlinson's translation with notes and special essays is to be preferred. "The most Homeric of historians."—LONGINUS.

HOLMES: The Autocrat of the Breakfast-Table. "Something more than an essayist; he is contemplative, discursive, poetical, thoughtful, philosophical, amusing, imaginative, tender—never didactic."—MACKENZIE.

HOMER'S Iliad and Odyssey. The most notable poetical translations are George Chapman's (1611), Pope's (1715), Tickell's (1715), Cowper's (1781), Lord Derby's (1867), Bryant's (1870). The greatest scholars award the palm of merit to Chapman. Says Lowell: "Chapman has made for us the best poem that has yet been Englished out of Homer." The best prose translation of the Iliad is that by Lang, Leaf, and Myers; the best of the Odyssey is that by Butcher and Lang.

HORACE'S Odes, Epodes, and Satires. There are excellent translations by Conington, Lord Lytton, and T. Martin. "There is Horace, charming man of the world, who will condole with you feelingly on the loss of your fortune, . . . but who will yet show you that a man may be happy with a vile modicum or *parva rura*."—LORD LYTTON.

HUGO: Les Misérables. "Full of pathos, full of truth,

full of a high eloquence. Take it for all in all, there are few books in the world that can be compared with it."—STEVENSON.

KALEVALA, THE. Of this national epic of Finland there is a good American translation by John Martin Crawford. "It possesses merits not dissimilar to those of the Iliad."—MAX MÜLLER.

KEATS'S Poems. "No one else in English poetry, save Shakespeare, has in expression quite the fascinating felicity of Keats, his perfection of loveliness."—MATTHEW ARNOLD.

LAMB: The Essays of Elia. "People never weary of reading Charles Lamb."—ALEXANDER SMITH.

LONGFELLOW'S Poems. "In the pure, amiable, homelike qualities that reach the heart and captivate the ear, no one places Longfellow second."—THE CRITIC.

LOWELL'S Works. "In poetry, in satire, in prose, and on his lips, his voice was from beginning to end the manliest, the most ringing to be heard."—HENRY JAMES.

MACAULAY'S Essays. "I confess to a fondness for books of this kind."—H. A. TAINE.

MAHABHARATA, THE. The great epic of ancient India. "A noble work abounding in passages of remarkable descriptive power, intense pathos, and high poetic grace and beauty."—JULIUS EGGELING.

MALORY'S Morte d'Arthur. "The first and finest romance of chivalry in our common tongue."—ERNEST RHYS.

MARCUS AURELIUS: Meditations. Long's translation.

"The special friend and comforter of all clear-headed and scrupulous, yet pure and upward-striving souls."—MATTHEW ARNOLD.

MARLOWE: Tamburlaine, Doctor Faustus, and The Jew of Malta. "He had in him all those brave translunary things which the first poets did have." —DRAYTON.

MILTON'S Poetical Works. "Milton almost requires a solemn service of music to be played before you enter upon him."—CHARLES LAMB.

MOLIÈRE'S Dramas. Translation by H. Van Laun. "In the literature of the modern drama the greatest name after that of Shakespeare."—A. LANG.

MONTAIGNE'S Essays. "Montaigne comes in for a large share of the scholar's regard; opened anywhere, his page is sensible, marrowy, quotable."—A. BRONSON ALCOTT.

NIBELUNGENLIED, THE. Lettsom's is the best poetic translation. "It is classic like Homer, for both are healthy and strong."—GOETHE.

OMAR KHAYYÁM'S Rubáiyát, by Fitzgerald. There are many other English versions. "His good-humor and good cheer, his wit and bonhomie, all make him appeal to a wide circle of nineteenth-century readers."—N. H. DOLE.

PLATO'S Dialogues. Jowett's translation. "All philosophic truth is Plato rightly divined."—FERRIER.

PLUTARCH: Lives of Illustrious Greeks and Romans. Arthur Hugh Clough's revision of Dryden's Plutarch. "Without Plutarch, no library were complete."—A. BRONSON ALCOTT.

POE'S Poems. "His poetry is sheer poetry and borrows nothing from without."—JAMES HANNAY.

POPE'S Poetical Works. "Come we now to Pope, that prince of sayers of acute and exquisite things."—ROBERT CHAMBERS.

RAMAYANA, THE. The second great epic of India. "There are few poems in the world's literature more charming."—MONIER-WILLIAMS.

SAADI'S Gulistan. Translation by Edwin Arnold. "He has the instinct to teach, and from every occurrence must draw the moral. He inspires in the reader a good hope."—EMERSON.

SCOTT: The Waverley Novels. "All is great in the Waverley novels, material, effect, characters, execution."—GOETHE.

SHAKESPEARE'S Works. The following editions of Shakespeare have been issued within the past hundred years: The first Variorum (1813); The Variorum (1821); Singer's (10 vols. 1826); Knight's (8 vols. 1841); Collier's (8 vols. 1844); Verplanck's (3 vols. 1847); Hudson's (11 vols. 1857); Dyce's (6 vols. 1867); Mary Cowden Clarke's (2 vols. 1860); R. G. White's (12 vols. 1862); Clark and Wright's (9 vols. 1866); The Leopold Edition (1 vol. 1877); The Harvard Edition (20 vols. 1881); Rolfe's (for schools, 1877–1881); Furness's Variorum (1871–1901). "Above all poets, the mysterious dual of hard sense and empyrean fancy."—LORD LYTTON.

SHELLEY'S Poems. "The very soul rushes out towards Shelley as an unapproached poet, and embraces him as a dearest friend."—LEIGH HUNT.

SOPHOCLES: Tragedies. Translation by Plumptre. "His wisdom is the common heritage of human nature." —J. A. SYMONDS.

SPENSER'S Faerie Queene, not to be read through, but in selections. "We can scarcely comprehend how a perusal of the Faerie Queene can fail to insure to the true believer a succession of halcyon days."—HAZLITT.

TASSO: Jerusalem Delivered. Translation by Fairfax. "No poem, if we except the Æneid, has so few weak or tedious pages."—HALLAM.

TENNYSON'S Poems. "Tennyson is a born poet, that is, a builder of airy palaces and imaginary castles; he has chosen amongst all forms the most elegant, ornate, exquisite."—TAINE.

THACKERAY'S Novels, especially Vanity Fair, Henry Esmond, The Newcomes, and Pendennis. "The first social regeneration of the day."—CHARLOTTE BRONTË.

THEOCRITUS: Idyls. Andrew Lang's translation. "A casket of finely wrought jewels, one might say, or of spices remarkable for their rarity and richness."—J. W. MACKAIL.

VIRGIL'S Æneid. Either Conington's or Morris's translation. "Virgil is far below Homer; yet Virgil has genius enough to be two men."—LORD LYTTON.

WALTON, IZAAK: The Complete Angler. "Holds spicy place among ranks of books, as lavender keeps fresh odor among stores of linen."—D. G. MITCHELL.

WEBSTER'S Best Speeches. "But after all is said, we

come back to the simple statement that he was a very great man; intellectually, one of the greatest men of his age."—HENRY CABOT LODGE.

WORDSWORTH'S Poems. "He has invested our ordinary everyday principles of conduct with imperishable robes of finest texture and richest design."—W. MINTO.

This list might be readily extended; but I forbear. The books that I have named are not "books of the year"; they are books of the ages—words of eternal truth and beauty, instructing, uplifting, and delighting generation after generation of mankind. When such riches are within your reach, why will you give your thoughts to those unworthy performances that endure but a day?

I close this chapter with Leigh Hunt's pleasant word picture descriptive of his own library: "Sitting last winter among my books, and walled round with all the comfort and protection which they and my fireside could afford me,—to wit, a table of high-piled books at my back, my writing-desk on one side of me, some shelves on the other, and the feeling of the warm fire at my feet,—I began to consider

how I loved the authors of those books; how I loved them too, not only for the imaginative pleasures they afforded me, but for their making me love the very books themselves, and delight to be in contact with them. I looked sideways at my Spenser, my Theocritus, and my Arabian Nights; then above them at my Italian Poets; then behind me at my Dryden and Pope, my Romances, and my Boccaccio; then on my left side at my Chaucer, who lay on my writing-desk; and thought how natural it was in Charles Lamb to give a kiss to an old folio, as I once saw him do to Chapman's Homer. . . . I entrench myself in my books, equally against sorrow and the weather. If the wind comes through a passage, I look about to see how I can fence it off by a better disposition of my movables; if a melancholy thought is importunate, I give another glance at my Spenser. When I speak of being in contact with my books, I mean it literally. I like to be able to lean my head against them. . . . The very perusal of the backs is a 'discipline of hu-

manity.' There Mr. Southey takes his place again with an old Radical friend; there Jeremy Collier is at peace with Dryden; there the lion, Martin Luther, lies down with the Quaker lamb, Sewell; there Guzman d'Alfarache thinks himself fit company for Sir Charles Grandison, and has his claims admitted. . . . Nothing, while I live and think, can deprive me of my value for such treasures. I can help the appreciation of them while I last, and love them till I die; and perhaps I may chance, some quiet day, to lay my over-beating temples on a book, and so have the death I most envy."

WHAT BOOKS SHALL CHILDREN READ?

Give a boy a passion for books, and you give him thereby a lever to lift his world, and a patent of nobility, if the thing he does is noble.

Robert Collyer

CHAPTER V

WHAT BOOKS SHALL CHILDREN READ?

THE greatest problem presented to the consideration of parents and teachers nowadays is how properly to regulate and direct the reading of the children. There is no scarcity of reading matter. The poorest child may have free access to books and papers, more than he can read. The publication of periodicals and cheap books especially designed to meet the tastes of young people has developed into an enterprise of vast proportions. Every day, millions of pages of reading matter designed for children are printed and scattered broadcast over the land. But unlimited opportunities often prove to be a damage and a detriment; and over-abundance, rather than scarcity, is to be deplored. As a general rule, the books read by young people are not such as lead to studious habits, or induce correct ideas of right living. They are intended simply

to amuse; there are no elements of strength in them, leading up to a noble manhood. I doubt if in the future it can be said of any great statesman or scholar that his tastes have been formed, and his energies directed and sustained, through the influence of his early reading; but rather that he has attained success, and whatever of true nobility there is in him, in spite of such influence.

This was not always so. The experience of a few well-known scholars will illustrate. "From my infancy," says Benjamin Franklin, "I was passionately fond of reading, and all the money that came into my hands was laid out in the purchasing of books. I was very fond of voyages. My first acquisition was Bunyan's works in separate little volumes. I afterwards sold them to enable me to buy R. Burton's Historical Collections. They were small chapmen's books, and cheap; forty volumes in all. My father's little library consisted chiefly of books in polemic divinity, most of which I read. I have often regretted that at a time when I

had such a thirst for knowledge more proper books had not fallen in my way, since it was resolved I should not be bred to divinity. There was among them Plutarch's Lives, which I read abundantly, and I still think the time spent to great advantage. There was also a book of Defoe's called 'An Essay on Projects,' and another of Dr. Mather's, called 'An Essay to Do Good,' which perhaps gave me a turn of thinking that had an influence on some of the principal future events of my life. This bookish inclination at length determined my father to make me a printer. . . . I stood out some time, but at last was persuaded, and signed the indenture when I was yet but twelve years old. . . . I now had access to better books. An acquaintance with the apprentices of booksellers enabled me sometimes to borrow a small one, which I was careful to return soon, and clean. Often I sat up in my chamber the greatest part of the night, when the book was borrowed in the evening and to be returned in the morning, lest it should be

found missing. . . . About this time I met with an odd volume of the 'Spectator.' I had never before seen any of them. I bought it, read it over and over, and was much delighted with it. I thought the writing excellent, and wished if possible to imitate it. With that view I took some of the papers, and, making short hints of the sentiments in each sentence, laid them by a few days, and then, without looking at the book, tried to complete the papers again, by expressing each hinted sentiment at length, and as fully as it had been expressed before, in any suitable words that should occur to me. Then I compared my 'Spectator' with the original, discovered some of my faults, and corrected them. . . .

"Now it was, that, being on some occasions made ashamed of my ignorance in figures, which I had twice failed learning when at school, I took Cocker's book on Arithmetic, and went through the whole by myself with the greatest ease. I also read Seller's and Sturny's book on Navigation, which made me

acquainted with the little geometry it contains; but I never proceeded far in that science. I read about this time 'Locke on the Human Understanding,' and the 'Art of Thinking,' by Messrs. de Port Royal.

"While I was intent on improving my language, I met with an English Grammar (I think it was Greenwood's), having at the end of it two little sketches on the 'Arts of Rhetoric and Logic,' the latter finishing with a dispute in the Socratic method. And soon after, I procured Xenophon's 'Memorable Things of Socrates,' wherein there are many examples of the same method. I was charmed with it, adopted it, dropped my abrupt contradiction and positive argumentation, and put on the humble inquirer."[1]

Hugh Miller, that most admirable Scotchman and self-made man, relates a similar experience: "During my sixth year I spelled my way through the Shorter Catechism, the Proverbs, and the New Testament, and then

[1] *Franklin's Autobiography, edited by Sparks.*

entered upon the highest form in the dame's school as a member of the Bible class. But all the while the process of learning had been a dark one, which I slowly mastered, in humble confidence in the awful wisdom of the schoolmistress, not knowing whither it tended; when at once my mind awoke to the meaning of the most delightful of all narratives,—the story of Joseph. Was there ever such a discovery made before! I actually found out for myself that the art of reading is the art of finding stories in books; and from that moment reading became one of the most delightful of my amusements. I began by getting into a corner on the dismissal of the school, and there conning over to myself the new-found story of Joseph; nor did one perusal serve;—the other Scripture stories followed,—in especial, the story of Samson and the Philistines, of David and Goliath, of the prophets Elijah and Elisha; and after these came the New Testament stories and parables. Assisted by my uncles, too, I began to collect a library in a box of

birch bark about nine inches square, which I found quite large enough to contain a great many immortal works: 'Jack the Giant-Killer,' and 'Jack and the Bean-Stalk,' and the 'Yellow Dwarf,' and 'Blue Beard,' and 'Sinbad the Sailor,' and 'Beauty and the Beast,' and 'Aladdin and the Wonderful Lamp,' with several others of resembling character. Those intolerable nuisances, the useful-knowledge books, had not yet arisen, like tenebrous stars on the educational horizon, to darken the world, and shed their blighting influence on the opening intellect of the 'youthhood'; and so, from my rudimental books—books that made themselves truly such by their thorough assimilation with the rudimental mind—I passed on, without being conscious of break or line of division, to books on which the learned are content to write commentaries and dissertations, but which I found to be quite as nice children's books as any of the others. Old Homer wrote admirably for little folk, especially in the Odyssey; a copy of which, in

the only true translation extant,—for, judging from its surpassing interest, and the wrath of critics, such I hold that of Pope to be,—I found in the house of a neighbor. Next came the Iliad; not, however, in a complete copy, but represented by four of the six volumes of Bernard Lintot. With what power and at how early an age true genius impresses! I saw, even at this immature period, that no other writer could cast a javelin with half the force of Homer. The missiles went whizzing athwart his pages; and I could see the momentary gleam of the steel, ere it buried itself deep in brass and bull-hide. I next succeeded in discovering for myself a child's book, of not less interest than even the Iliad, which might, I was told, be read on Sabbaths, in a magnificent old edition of the 'Pilgrim's Progress,' printed on coarse whity-brown paper, and charged with numerous wood-cuts, each of which occupied an entire page, which, on principles of economy, bore letter-press on the other side. . . .

"In process of time, I devoured, besides these genial works, 'Robinson Crusoe,' 'Gulliver's Travels,' 'Ambrose on Angels,' the 'judgment chapter' in 'Howie's Scotch Worthies,' Byron's 'Narrative,' and the 'Adventures of Philip Quarll,' with a good many other adventures and voyages, real and fictitious, part of a very miscellaneous collection of books made by my father. It was a melancholy library to which I had fallen heir. Most of the missing volumes had been with the master aboard his vessel when he perished. Of an early edition of Cook's 'Voyages,' all the volumes were now absent, save the first; and a very tantalizing romance, in four volumes,—Mrs. Radcliffe's 'Mysteries of Udolpho,'—was represented by only the earlier two. Small as the collection was, it contained some rare books,—among the rest, a curious little volume entitled 'The Miracles of Nature and Art,' to which we find Dr. Johnson referring, in one of the dialogues chronicled by Boswell, as scarce even in his day, and which had been published, he said,

some time in the seventeenth century by a bookseller whose shop hung perched on Old London Bridge, between sky and water. It contained, too, the only copy I ever saw of the 'Memoirs of a Protestant condemned to the Galleys of France for his Religion,'—a work interesting from the circumstance that, though it bore another name on its title-page, it had been translated from the French for a few guineas by poor Goldsmith, in his days of obscure literary drudgery, and exhibited the peculiar excellences of his style. The collection boasted, besides, of a curious old book, illustrated by very uncouth plates, that detailed the perils and sufferings of an English sailor who had spent the best years of his life as a slave in Morocco. It had its volumes of sound theology, too, and of stiff controversy,—Flavel's Works, and Henry's 'Commentary,' and Hutchinson 'On the Lesser Prophets,' and a very old treatise on the 'Revelations,' with the title-page away, and blind Jameson's volume on the Hierarchy, with first editions of 'Naphtali,' 'The

Cloud of Witnesses,' and the 'Hind Let Loose.' Of the works of fact and incident which it contained, those of the voyages were my special favorites. I perused with avidity the Voyages of Anson, Drake, Raleigh, Dampier, and Captain Woods Rogers; and my mind became so filled with conceptions of what was to be seen and done in foreign parts, that I wished myself big enough to be a sailor, that I might go and see coral islands and burning mountains, and hunt wild beasts, and fight battles."[1]

William and Robert Chambers, the founders of the great publishing house of W. & R. Chambers, Edinburgh, were also self-educated men. "At little above fourteen years of age," writes William, "I was thrown on my own resources. From necessity, not less than from choice, I resolved at all hazards to make the weekly four shillings serve for everything. I cannot remember entertaining the slightest despondency on the subject. . . . I made such attempts as were at all practicable, while an apprentice,

[1] *My Schools and Schoolmasters.*

to remedy the defects of my education at school. Nothing in that way could be done in the shop, for there reading was proscribed. But, allowed to take home a book for study, I gladly availed myself of the privilege. The mornings in summer, when light cost nothing, were my chief reliance. Fatigued with trudging about, I was not naturally inclined to rise; but on this and some other points I overruled the will, and forced myself to rise at five o'clock, and have a spell at reading until it was time to think of moving off,—my brother, when he was with me, doing the same. In this way I made some progress in French, with the pronunciation of which I was already familiar from the speech of the French prisoners of war at Peebles. I likewise dipped into several books of solid worth,—such as Smith's 'Wealth of Nations,' Locke's 'Human Understanding,' Paley's 'Moral Philosophy,' and Blair's 'Belles-Lettres,'—fixing the leading facts and theories in my memory by a notebook for the purpose. In another book I kept for years an accurate

account of my expenses, not allowing a single halfpenny to escape record."

And Robert, the younger brother, confirms the story, with even more accurate attention to details. "My brother William and I," he says, "lived in lodgings together. Our room and bed cost three shillings a week. . . . I used to be in great distress for want of fire. I could not afford either that or a candle myself; so I have often sat by my landlady's kitchen fire,—if fire it could be called, which was only a little heap of embers,—reading Horace and conning my dictionary by a light which required me to hold the books almost close to the grate. What a miserable winter that was! Yet I cannot help feeling proud of my trials at that time. My brother and I—he then between fifteen and sixteen, I between thirteen and fourteen—had made a resolution together that we would exercise the last degree of self-denial. My brother actually saved money out of his income. I remember seeing him take five-and-twenty shillings out of a closed box which

he kept to receive his savings; and that was the spare money of only a twelvemonth."[1]

Dr. Robert Collyer, whose name is known and honored by every American scholar, says: "Do you want to know how I manage to talk to you in this simple Saxon? I will tell you. I read Bunyan, Crusoe, and Goldsmith when I was a boy, morning, noon, and night. All the rest was task work; these were my delight, with the stories in the Bible, and with Shakespeare when at last the mighty master came within our doors. . . . I took to these as I took to milk, and, without the least idea what I was doing, got the taste for simple words into the very fibre of my nature. There was day-school for me until I was thirteen years old, and then I had to turn in and work thirteen hours a day. . . . I could not go home for the Christmas of 1839, and was feeling very sad about it all, for I was only a boy; and, sitting by the fire, an old farmer came in

[1] *Memoir of Robert Chambers: with Autobiographic Reminiscences of William Chambers.*

and said, 'I notice thou's fond o' reading, so I brought thee summat to read.' It was Irving's 'Sketch Book.' I had never heard of the work. I went at it, and was 'as them that dream.' No such delight had touched me since the old days of Crusoe. I saw the Hudson and the Catskills, took poor Rip at once into my heart, as everybody has, pitied Ichabod while I laughed at him, thought the old Dutch feast a most admirable thing; and long before I was through, all regret at my lost Christmas had gone down the wind, and I had found out there are books and books. That vast hunger to read never left me. If there was no candle, I poked my head down to the fire; read while I was eating, blowing the bellows, or walking from one place to another. I could read and walk four miles an hour. I remember while I was yet a lad reading Macaulay's great essay on Bacon, and I could grasp its wonderful beauty."

It may be questioned whether, in these days of opportunities, it would be possible to

find boys of thirteen and sixteen who would be able to read understandingly, much less appreciate and enjoy, those masterpieces of English literature so eagerly studied by Franklin and Hugh Miller and the Chambers brothers. Their mental appetites have been treated to a different kind of diet. If their minds have not been dwarfed and stunted by indulgence in what has been aptly termed "pen poison," their tastes have been perverted and the growth of their reasoning powers checked by being fed upon the milk-and-water stuff recommended as harmless literature. They are inveterate devourers of stories, and of the worthless slops provided in cheap libraries—even Sunday-school libraries—for their entertainment. The influence of such is but a "discipline of debasement." Better that children should not read at all, than read much of that which passes current nowadays for entertaining reading.

All children like to read stories. The love of "the story," in some form or other, is indeed a characteristic of the human mind, and exists

everywhere, in all conditions of life. But stories are the sweets of our mental existence, and only a few of the best and greatest have in them the elements which will lead to a strong and vigorous mind-growth. Constant feeding upon light literature—however good that literature may be in itself—will debilitate and corrupt the mental appetite of the child, much the same as an unrestrained indulgence in jam and preserves will undermine and destroy his physical health. In either case, if no result more serious occurs, the worst forms of dyspepsia will follow. Literary dyspepsia is the most common form of mental disease among us, and there is no knowing what may be the extent of its influence upon American civilization. Fifty per cent of the readers who patronize our great public libraries have weak literary stomachs; they cannot digest anything stronger than that insipid solution, the last popular novel, or anything purer than the muddy decoctions poured out by the periodical press. When, of all the reading done in a

public library, eighty per cent is of books in the different departments of fiction, I doubt whether, after all, that library is a public benefit. Yet this is but the natural result of the loose habits of reading which we encourage among our children, and cultivate in ourselves, —the habit of reading anything that comes to hand, provided only that it is entertaining.

How then shall we so order the child's reading as to avoid the formation of desultory and aimless habits?

Naturally, the earliest reading is the story, —simple, short, straightforward recitals of matters of daily occurrence, of the doings of children and their parents, their friends or their pets. There are not a few good books that contain excellent material of this kind; but there are so many worthless publications also that careful parents should look well into that which they buy. The illuminated covers are often the only recommendation of books of this kind. Numbers of them are made only for the holiday trade; the illustrations of many are from

second-hand cuts; and the text is frequently written to fit the illustrations. A pure, fresh book for a little child is a treasure to be sought for and appreciated.

Very early in child life comes the period of a belief in fairies; and the reading of fairy stories is, to children, a very proper, nay, a very necessary thing. I pity the boy or girl who must grow up without having made intimate acquaintance with "Mother Goose," and the delightful stories of "Little Red Riding Hood" and "Cinderella," and those other strange tales as old as the race itself, and yet new to every succeeding generation. They are a part of the inheritance of the English-speaking people, and belong, as a kind of birthright, to every intelligent child.

As your little reader advances in knowledge and reading ability, he should be treated to stronger food. Grimm's "Household Stories" and the delightful "Wonder Stories" of Hans Christian Andersen, should form a part of the library of every child as he passes through the

"fairy-story period" of his life; nor can we well omit to give him "Alice's Adventures in Wonderland," and Charles Kingsley's "Water Babies." And now, or later, as circumstances shall dictate, we may introduce him to that prince of all wonder-books, "The Arabian Nights' Entertainment," in an edition carefully adapted to children's reading. The tales related in this book "are not ours by birth, but they have nevertheless taken their place amongst the similar things of our own which constitute the national literary inheritance. Altogether, it is a glorious book, and one to which we cannot well show enough of respect."

And while your reader lingers in the great world of poetic fancy and child wonder, let him revel for a time in those enchanting idyls and myths which delighted mankind when the race was young and this earth was indeed a wonder-world. These he may find, apparelled in a dress adapted to our modern notions of propriety, in Hawthorne's "Wonder Book" and "Tanglewood Tales," in Kingsley's "Greek

Heroes," and, in a more prosaic form, in Cox's "Tales of Ancient Greece." In "The Story of Siegfried," and, later, in Morris's "Sigurd the Volsung," he may read the no less charming myths of our own northern ancestors, and the world-famous legend of the Nibelungen heroes. Then, by a natural transition, you advance into the borderland which lies between the world of pure fancy and the domains of sober-hued reality. You introduce your reader to some wholesome adaptations of those mediæval romances, which, with their one grain of fact to a thousand of fable, gave such noble delight to lords and ladies in the days of chivalry. These you will find in Sidney Lanier's "Boys' King Arthur," in "The Story of Roland," by the author of the present volume, and in Bulfinch's "Legends of Charlemagne" and "The Age of Chivalry."

Do you understand now to what point you have led your young reader? You have simply followed the order of nature and of human development, and you have gradually—almost

imperceptibly even to yourself—brought him out of the world of child wonder and fairy land, through the middle ground of chivalric romance, to the very borders of the domains of history. He is ready and eager to enter into the realms of sober-hued truth; but I would not advise undue haste in this matter. The mediæval romances have inspired him with a desire to know more of those days when knights-errant rode over sea and land to do battle in the name of God and for the honor of their king, the Church, and the ladies; he wants to know something more nearly the truth than that which the minstrels and story-tellers of the Middle Ages can tell him. And yet he is not prepared for a sudden transition from romance to history.

Let him read "Ivanhoe" and "The Talisman"; then give him the "Story of Robin Hood" and introduce to him some of the old ballads that have stirred the hearts of so many generations of men and boys. Can you withhold history longer from your reader? I think

not. He will demand some authentic knowledge of Richard the Lion-hearted, and of King John, and of the Saxons and Normans, and of the Crusades, and of the Saracens, and of Charlemagne and his peers. Lose not your opportunity, but pass over with your pupil into the promised land. The transition is easy,—imperceptible, in fact,—and, leaving fiction and "the story" behind you, you enter the fields of truth and history. The way is clear now, the road is open, you need no further guidance—only, keep straight ahead and be sure that the books which you choose are well-written and truthful. There are so many such books in the school libraries nowadays that it seems unnecessary to specify them by name.

There are other books, of course, which the young reader will find in his way, and which it is altogether proper and necessary that he should read. For instance, there is "Robinson Crusoe," without a knowledge of which the boy loses one of his dearest enjoyments. "How youth passed long ago, when there was no

Crusoe to waft it away in fancy to the Pacific and fix it upon the lonely doings of the shipwrecked mariner, is inconceivable; but we can readily suppose that it must have been different," says Robert Chambers. And no substitute for the original Robinson will answer. Not one of the thousand tales of adventure recently published for boys will fill the niche which this book fills, or atone in the least for any neglect of its merits. If something is wanted that is more truly sensational, but at the same time wholesome and strong, let him read Stevenson's "Treasure Island." A little diet of this sort will do a boy good now and then, provided it is given judiciously. Among the really unexceptionable books, of the healthful, hopeful, truthful sort, I may name "Tom Brown's School Days at Rugby," Ruskin's "King of the Golden River," Mrs. Burnett's "Little Lord Fauntleroy," Mrs. Dodge's "Hans Brinker," the inimitable "Bodley Books," Lang's Animal Story Books, the old-fashioned "Franconia Stories," by Abbott, and others

in the line of history or travels, to be mentioned hereafter. These I believe to be, in every sense, proper, wholesome books, free from all kinds of mannerisms, free from improper language, free from sickly sentiment and "gush"; and these, if not the most instructive books, are the sort of books which the child or youth should read as a kind of relish or supplement to the more methodical course of reading which should form a part of his education.

In this careful direction of the child's reading, and in the cultivation of his literary tastes, if you have succeeded in bringing him to the point which we have indicated, you have done much towards forming his character for life. There is little danger that bad books will ever possess any attractions for him; he will henceforth be apt to go right of his own accord, preferring the wholesome and the true to any of the flashy allurements of the "literary slums and grogshops," which so abound and flourish in these days.

But perhaps the fundamental error in determining what books children shall read lies in the very popular notion that to read much, and to derive pleasure and profit from our reading, many books are necessary. And the greatest obstacle in the way of forming and directing a proper taste for good reading is to be found, as I have already intimated, not in the scarcity, but in the superabundance of reading matter. The great flood of periodical literature for young people is the worst hindrance to the formation of right habits in reading. Some of these periodicals are simply unadulterated "pen poison," designed not only to enrich their projectors, but to deprave the minds of those who read. Others are published, doubtless, from pure motives and with the best intentions; but, being managed by inexperienced or incapable editors, they are, at the best, but thin dilutions of milk-and-water literature, leading to mental imbecility and starvation. The periodicals fit to be placed in the hands of reading children may be num-

bered on half your fingers; and even these should not be read without due discrimination.

Too great a variety of books or papers placed at the disposal of inexperienced readers offers a premium to desultoriness, and fosters and encourages the habit of devouring every species of literary food that comes to hand. Hence we should beware not only of the bad, but of too great plenty of the good. "The benefit of a right good book," says Mr. Hudson, "all depends upon this, that its virtue just *soak* into the mind, and there become a living, generative force. To be running and rambling over a great many books, tasting a little here, a little there, and tying up with none, is good for nothing; nay, worse than nothing. Such a process of unceasing change is also a discipline of perpetual emptiness. The right method in the culture of the mind is to take a few choice books, and weave about them

'The fixed delights of house and home,
Friendship that will not break, and love that cannot roam.'"

THE LIBRARY IN THE SCHOOL

What sort of reading are our schools planting an appetite for? Are they really doing anything to instruct and form the mental taste, so that the pupils on leaving them may be safely left to choose their reading for themselves? It is clear in evidence that they are far from educating the young to take pleasure in what is intellectually noble and sweet. The statistics of our public libraries show that some cause is working mightily to prepare them only for delight in what is both morally and intellectually mean and foul. It would not indeed be fair to charge our public schools with positively giving this preparation; but it is their business to forestall and prevent such a result. If, along with the faculty of reading, they cannot also impart some safeguards of taste and habit against such a result, will the system prove a success?

Henry N. Hudson

CHAPTER VI

THE LIBRARY IN THE SCHOOL

MUCH is being said, nowadays, about the utility of school libraries; and in some instances much ill-directed, if not entirely misdirected, labor is being expended in their formation. Public libraries are not necessarily public benefits; and school libraries, unless carefully selected and judiciously managed, will not prove to be unmixed blessings. There are several questions which teachers and school officers should seriously consider before setting themselves to the task of establishing a library; and no teacher who is not himself a knower of books, and a reader, should presume to regulate and direct the reading of others. In the present chapter it is my purpose to offer a few general hints that may be of value to those who are intrusted with the duty of forming libraries for young people.

What are the objects of a school library?

They are twofold: First, to aid in cultivating a taste for good reading; second, to supply materials for supplementary study and independent research. Now, neither of these objects can be attained unless your library is composed of books selected with special reference to the capabilities and needs of the pupils that are to use it. Dealing, as you do, with pupils of various degrees of intellectual strength, their minds warped by every variety of moral influence and home training, the cultivation of a taste for good reading among them is no small matter. To do this, your library must contain none but truly good books.

It is a mistake to suppose that every collection of books is a library; and yet that is the name which is applied to many very inferior collections. It is no uncommon thing to find these so-called libraries composed altogether of the odds and ends of literature,—of donations entirely worthless to their donors; of second-hand schoolbooks; of Patent Office Reports and other public documents; and of the di-

lapidated remains of some older and equally worthless collection of books; and with these you talk about cultivating a taste for good reading! One really good book, a single copy of "St. Nicholas," is worth more than all this trash. Get it out of sight at once! The value of a library—no matter for what purpose it has been founded—depends, as I have already said, not upon the number of its books, but upon their character. And so the first rule to be observed in the formation of a school library is, Buy it at first hand, even though you should begin with a single volume, and shun all kinds of donations, unless they be donations of cash, or books of unquestionable value.

In selecting books for purchase, you will have an eye single to the wants of the students who are to use them. A school library should be in no sense a public circulating library. You cannot cater to the literary tastes of the public, and at the same time serve the best interests of your pupils. Books relating to history, to biography, and to travel will form a

very large portion of your library. But books of fiction—such as are known to be meritorious—should not be excluded; and poetry should occupy the place of honor upon your shelves. For the younger children, you should not neglect to supply a few books of that type referred to in the preceding chapter,—stories which cultivate the imagination and strengthen the understanding while they at the same time allow a healthful and delightful relaxation from the severer studies of the schoolroom. No book should be bought merely because it is a good book, but because it can be made useful in the attainment of certain desired ends. The brief lists in the following chapters, it is hoped, will assist you somewhat in making a wise selection as well as in directing to a judicious use of books. For the selection of a book is only half of a teacher's or a parent's duty: the proper and profitable use of it is the other half; and this lesson should be early taught to all young people.

The proper and profitable use of books,—

this implies many things. In the first place, every child should learn how to handle them carefully, reverentially, as things of greater worth than mere dead matter. There is scarcely anything more painful to the book lover than to see books abused. And yet how few people seem to regard them as more than so many packages of waste paper having a certain money value! How few, among all those who read, appear to recognize in a good book "the precious life-blood of a master spirit"! How few treat these silent yet expressive friends with anything approaching due respect! The example of Douglas Jerrold may be quoted as illustrating that genuine love of books which prompts their owner to care for them as for his dearest companions. "He had an almost reverential fondness for books,—books themselves,—and said that he could not bear to treat them, or see them treated, with disrespect. He told us it gave him pain to see them turned on their faces, stretched open, or dog's-eared, or carelessly flung down, or in any way

misused. He told us this holding a volume in his hand with a caressing gesture, as though he tendered it affectionately and gratefully for the pleasure it had given him. He spoke like one who had known what it was in former years to buy a book when its purchase involved a sacrifice of some other object from a not over-stored purse. We have often noticed this in book lovers who like ourselves have had volumes come into cherished possession at times when their glad owners were not rich enough to easily afford book-purchases. Charles Lamb had this tenderness for books, caring nothing for their gaudy clothing, but hugging a rare folio all the nearer to his heart for its worn edges and shabby binding."[1]

The first lesson learned by pupils having access to a school library should be such as will lead them to have this reverence for good books. Care should be taken that no species of injury shall occur. A book when once taken

[1] *Recollections of Writers, by Charles and Mary Cowden Clarke.*

from its shelf should be returned in due time in perfectly good condition. Soiled hands should not be permitted to touch, much less to open a volume. The child should be taught that under no circumstances should he turn the leaves with wetted fingers, or fold the corners to mark the place, or lay the open book down upon its face where he has left off reading. He should, moreover, be led to a proper admiration of handsome bindings,—an admiration which will enjoin careful handling, and induce that instinctive respect which all feel for beauty of dress. For this latter reason I deplore the custom—useless, as it seems to me—of covering library books with those unsightly manila covers which do but provoke disrespect and vandalism. If teachers do their duty in this matter, uncovered books will outlast those subjected to such indignity. And how much more pleasant, when standing in front of the shelves, to see the smiling faces of our friends looking down upon us, than to confront a monotonous array of yellowish brown bundles

as devoid of expression as they are lacking in beauty!

Next to the care of the books should be considered the order and manner in which they are read. I would not advise that teachers or even parents should every time select the books which a child is to read. A boy will generally read with much more zest and interest a book which he has chosen for himself. But the teacher should give such general instruction and directions as will, while they leave some latitude for choice, always lead to a wise selection.

As the pupil advances in the acquisition of knowledge, he should be given more definite instruction as to the manner in which he may systematize his reading so as to lead to the best possible results. More than this, he should on occasion be held to as strict account in the matter of his reading as in that of any other part of his school work; and he should be brought so constantly into contact with books that he will unconsciously acquire a ready skill in using them for purposes of reference.

It too often happens in schools where the ordinary catechetical methods of instruction are closely followed, that the pupil's interest in his studies is centred upon the recitation and ends with the examination. The text-book, to ordinary minds, is a dry compilation of facts or theories,—so dry that only the brightest intellects succeed in discovering any relationship between its world of abstractions and the real world of life and thought around us. But suppose that in each school there were a small working library, such as I have described, and an earnest, skilful teacher to direct its use. The legitimate work of the school, far from being hindered, is advanced and perfected through the wise use of good books; the minds of the pupils are awakened to a conception of grander things and nobler possibilities than the ordinary narrow routine of text-book instruction could ever open to their view; and, more than this, they are daily acquiring a healthful taste for the best reading,—a taste which does away with all necessity for declamatory warnings

against bad literature. Moreover, the children having the key of knowledge, and being taught how to use it, are inspired with a love for the acquisition of learning and a wholesome ambition which will henceforth be an important factor in their lives, and an integral part of their happiness.

In a former chapter I have shown how, with a library of only fifty volumes, one may have in his possession the very best of all that the world's master-minds have ever written,—food sufficient for a lifetime of study, and meditation, and mind-growth. Such a library is worth more than ten thousand volumes of the ordinary "popular" kind of books. So, also, the careful and methodical reading of a very few of the best books will give to all young people more enjoyment and infinitely greater profit than the desultory or hasty perusal of many inferior volumes. A small library is to be despised only when it contains inferior books.

BOOKS RELATING TO ANCIENT HISTORY

History is a voice forever sounding across the centuries the laws of right and wrong. Opinions alter, manners change, creeds rise and fall; but the moral law is written on the tablets of eternity. . . . Justice and truth alone endure and live. Injustice and falsehood may be long-lived, but doomsday comes at last to them in French revolutions and other terrible ways. That is one lesson of history. Another is, that we should draw no horoscopes; that we should expect little, for what we expect will not come to pass.

James Anthony Froude

CHAPTER VII

BOOKS RELATING TO ANCIENT HISTORY

TO systematize one's reading so as to get from it the largest returns both of pleasure and of profit is a problem which every intelligent person ought to consider. And yet how few there are who ever think of doing this! Most readers, nowadays, are of the omnivorous sort. They devour whatever comes to hand—provided it is interesting. The good, the bad, the indifferent, the sweet, the tasteless are all alike to them so long as they are amused. They read without criticism or any pretence at order; they are little wiser after much poring over books than when they began. If they only knew and would practise the happy art of reading for a purpose, how much greater and more genuine would be their pleasure! Then each hour spent with a book would bring its rewards—some new idea unfolded, some pleas-

ing image presented, some noble thought engendered, some important fact learned.

Will you make the best of the opportunities that are within your reach? Then you will so order at least a portion of your reading that it will lead in the end to some definite and tangible results. Whether you prefer history, or biography, or fiction, or poetry, or science, or philosophy, read with method and with the fixed resolve to add steadily to your intellectual attainments. Select some course of reading which you can pursue for at least a twelvemonth, and then see how much more you have gained than would have been possible through following the old omnivorous habit. Choose that which you like best, or which you need most; and whether you have access to many books or few, read for profit—and your reward will be pleasure of that sort which comes with wisdom.

The lists of books in this and the following chapters have been prepared for the purpose of helping such persons as wish to mark out for themselves and follow some definite and profit-

able course of reading. They are for him that reads little, as well as for him that reads much; for the busy clerk who must read by snatches, as well as for the student who gives his days and nights to books. Only this difference is observed: the one can choose but few books and must choose them wisely, the other may read many but must read with discrimination. Consider what accession of knowledge and culture may be yours by one year's reading, say, of some of the books named in the first brief list; then think of the liberal education you may acquire through such reading pursued during a series of years. You need give no more time to it than you devote daily to your newspaper —but observe the difference.

These lists have still another purpose. Are you forming a library of your own? Are you selecting your books not at random but with a definite object in view? Then the titles here given may be of value to you. If you wish your library to be rich in historical works, here the best books are named in order. If you prefer

some other department of literature—geography, travels, nature, philosophy, poetry, fiction—here are the titles of many volumes of enduring interest from which you may choose.

An effort has been made to name only the best or standard works in each department. Occasionally, perhaps, an inferior book may be mentioned because no better one exists to fill exactly the same place. As a general rule the titles are arranged in groups according either to subjects or to chronological sequence. We begin with the ancient world, with Egypt and Assyria and Greece, because it was there that history had its origins; but each reader must select for himself his own starting-point in any course of reading.

I. EGYPT AND THE EAST

Let us search more and more into the Past; let all men explore it as the true fountain of knowledge, by whose light alone, consciously or unconsciously employed, can the Present and the Future be interpreted or guessed at. CARLYLE

PETRIE: History of Egypt (a comprehensive and important work).

MASPERO: The Dawn of Civilization.
MASPERO: The Struggle of the Nations.
MASPERO: The Passing of the Empires.
(These three works taken together present a complete view of the life, manners, and history of the nations of antiquity.)
MASPERO: Life in Ancient Egypt and Assyria.
(A smaller and more popular work.)
ERMAN: Life in Ancient Egypt.
RAWLINSON: The Story of Ancient Egypt.
BRUGSCH BEY: History of Egypt under the Pharaohs.
MISS EDWARDS: Pharaohs, Fellahs, and Explorers.
PERROT AND CHIPIEZ: Art in Ancient Egypt.

LAYARD: Nineveh and its Remains.
SAYCE: Social Life among the Assyrians.

GRÄTZ: History of the Jews.
CLODD: Sketch of Jewish History.
BESANT AND PALMER: History of Jerusalem (from 70 A. D. to 1500 A. D.).
LATIMER: Judea from Cyrus to Titus (537 B. C. to 70 A. D.).

EBERS: Uarda (romance descriptive of Egyptian life and manners fourteen centuries before Christ).
EBERS: An Egyptian Princess (romance of Egypt and Babylon five centuries before Christ).
CRAWFORD: Zoroaster (romance, time of Belshazzar).
LUDLOW: Deborah (historical romance, time of the Maccabees).
WALLACE: Ben Hur (romance, Palestine and Rome, time of Christ).

II. GREECE

History, at least in its state of ideal perfection, is a compound of poetry and philosophy. Macaulay

BOOKS OF REFERENCE

Two things very necessary to every reader of ancient history are a good classical dictionary and a handy classical atlas. The following are among the best:—

Anthon: Classical Dictionary.
Smith: Students' Classical Dictionary.
Smith: Dictionary of Greek and Roman Antiquities.
Long: Atlas of Classical Geography.
Kiepert: Ancient Atlas.

GENERAL HISTORIES

Cox: General History of Greece.
Evelyn Abbott: History of Greece.
Smith: Smaller History of Greece.
Felton: Ancient and Modern Greece.
Harrison: The Story of Greece.
Grote: History of Greece (12 vols.).
Curtius: History of Greece, translated from the German by A. W. Ward (5 vols.).
J. A. St. John: Ancient Greece.

MYTHOLOGY

Dwight: Grecian and Roman Mythology.
Guerber: Myths of Greece and Rome.
Keightley: Classical Mythology.
Ruskin: The Queen of the Air.

LITERATURE

Homer's Iliad and Odyssey. Chapman's translation is the best. Among the later versions, Lord Derby's and William Cullen Bryant's are recommended. Pope's is classical, but it has in it "more of Pope than of Homer."

Butcher and Lang's prose translation of the Odyssey, and Lang, Leaf, and Myers's translation of the Iliad are admirable renderings, and are in some respects preferable to any metrical version.

Herodotus. Translation by Rawlinson.

Thucydides. Translation by Jowett.

Æschylus. Milman's Agamemnon, and Mrs. Browning's Prometheus.

Euripides. Metrical translation by A. S. Way.

Sophocles. Plumptre's translation.

Aristophanes: The Clouds. Translated by Mitchell.

Plato: Dialogues. Translated by Jowett.

Plato: The Apology of Socrates.

Theocritus. Lang's prose translation.

Mahaffy: History of Classical Greek Literature.

Symonds: Studies of the Greek Poets.

Evelyn Abbott: Helenica.

Moulton: The Ancient Classical Drama.

Pater: Greek Studies.

Capps: From Homer to Theocritus.

Also the following volumes of Ancient Classics for English Readers:—

Copleston's Æschylus; Donne's Euripides; Collins's Aristophanes; Brodribb's Demosthenes; Collins's Plato; Grant's Xenophon; Collins's Thucydides; Swayne's Herodotus.

SPECIAL PERIODS

Cox: The Greeks and the Persians.
Sankey: The Spartan Supremacy.
Grant: Greece in the Age of Pericles (fifth century before Christ).
Cox: The Athenian Empire.
Evelyn Abbott: Pericles and the Golden Age of Athens.
Curteis: The Macedonian Empire.

Butcher: Demosthenes (Classical Writers).
Mahaffy: The Story of Alexander's Empire.
Wheeler: Alexander the Great.

LIFE AND MANNERS

Mahaffy: Social Life in Greece.
Mahaffy: Old Greek Life.
Guhl and Koner: Life of the Greeks and Romans.
Seymour: Life in Greece in the Homeric Age.
Blümmer: Home Life of the Ancient Greeks (translation by Helen Zimmern).

FICTION

Becker: Charicles (romance illustrating life and manners).
Bulwer: Pausanias the Spartan (475 B. C.).
Landor: Pericles and Aspasia (440 B. C.).
Mrs. L. M. Child: Philothea (romance of the time of Pericles).
Greenough: Apelles and his Contemporaries (romance of the time of Alexander).
Mariager: Pictures of Hellas (five tales of ancient Greece).

FOR YOUNG READERS

CHURCH: Stories from Herodotus.
CHURCH: Stories from Homer.
CHURCH: Stories from the Greek Tragedians.
CHURCH: Stories from the Greek Comedians.
BALDWIN: A Story of the Golden Age (adventures of Odysseus and the Greek Heroes before the Trojan War).
BALDWIN: Old Greek Stories.
KINGSLEY: The Greek Heroes.
HAWTHORNE: The Wonder Book.
HAWTHORNE: Tanglewood Tales.
COX: Tales of Ancient Greece.
LAMB: Adventures of Ulysses (after the Trojan War).
LANG's translation of the Odyssey.
WHITE: Plutarch for Boys and Girls.
WITT: Myths of Hellas.
WITT: The Retreat of the Ten Thousand.
WALPOLE: Little Arthur's History of Greece.

III. ROME

THE student is to read history actively and not passively; to esteem his own life the text, and books the commentary. Thus compelled, the Muse of history will utter oracles, as never to those who do not respect themselves. EMERSON

GENERAL HISTORIES

DURUY: History of Rome and the Roman People (the best for reference).
SMITH: Smaller History of Rome.

MERIVALE: General History of Rome.
GILMAN: The Story of Rome.
CREIGHTON: History of Rome.

FOR THE PERIOD PRECEDING THE EMPIRE

MOMMSEN: History of Rome (4 vols. A very scholarly and comprehensive work).
IHNE: History of Rome (5 vols.).
ARNOLD: History of Rome.
CHURCH: The Story of Carthage.
FREEMAN: Hannibal and the Struggle between Rome and Carthage.
BEESLY: The Gracchi, Marius, and Sulla.
MERIVALE: Fall of the Roman Republic.
LANCIANI: Destruction of Ancient Rome.

SHAKESPEARE: The Tragedy of Coriolanus (490 B. C.).
MACAULAY: Lays of Ancient Rome (poems).
LANCIANI: New Tales of Ancient Rome.

FOR THE PERIOD OF THE CÆSARS AND THE EARLY EMPIRE

MERIVALE: A History of the Romans under the Empire (fills the gap between Mommsen and Gibbon).
FOWLER: Julius Cæsar and the Organization of the Roman Empire.
FROUDE: Cæsar, a Sketch.
FORSYTH: Life of Cicero.
CAPES: The Early Empire.
DE QUINCEY: The Cæsars.
LANCIANI: Pagan and Christian Rome.
BARING-GOULD: The Tragedy of the Cæsars.

Becker: Gallus (romance of life and manners in time of Tiberius).

Guhl and Koner: Life of the Greeks and Romans.

Church and Brodribb: Pliny's Letters (Ancient Classics for English Readers).

Ebers: Cleopatra (romance, time of Augustus).

Wallace: Ben Hur (romance, time of Tiberius).

Sienkiewicz: Quo Vadis (romance, time of Nero).

Tolstoi: Work while ye have Light (story of the early Christians).

Hoffman: The Greek Maid at the Court of Nero (romance).

Wiseman: The Church of the Catacombs (romance, time of the persecutions).

Mrs. Charles: The Victory of the Vanquished (story).

Bulwer: The Last Days of Pompeii (romance, time of Vespasian).

Eckstein: Quintus Claudius (romance, time of Domitian).

Dickinson: The Seed of the Church.

De Mille: Helena's Household.

Lockhart: Valerius.

(The last three works are romances of the time of Trajan.)

Georg Taylor: Antinous (romance, time of Hadrian).

Addison: The Tragedy of Cato (drama).

Ben Jonson: Catiline (drama).

Ben Jonson: Sejanus, his Fall (drama, time of Tiberius).

Shakespeare: Julius Cæsar (drama).

Shakespeare: Antony and Cleopatra (drama).
Massinger: The Roman Actor (drama, time of Domitian).

Plutarch: Lives of Illustrious Greeks and Romans.
Farrar: Seekers after God (sketches of Seneca and Epictetus).
Crawford: Ave Roma Immortalis.
Lanciani: The Destruction of Ancient Rome.

FOR THE PERIOD OF THE LATER EMPIRE

Gibbon: Decline and Fall of the Roman Empire.
Curteis: History of the Roman Empire (395–800 A. D.).
Capes: The Age of the Antonines.
Hodgkin: Italy and her Invaders.
Hodgkin: Theodoric the Goth.
Kingsley: The Roman and the Teuton.
Church: The Beginning of the Middle Ages.

Pater: Marius the Epicurean (romance, 150 A. D.).
Ebers: Per Aspera (romance of Alexandria, 220 A. D.).
Ware: Zenobia (romance, 266 A. D.).
Ware: Aurelian (romance, 275 A. D.).
Ebers: Homo Sum (romance, 330 A. D.).
Ebers: Serapis (romance of Alexandria, time of Theodosius).
Wilkie Collins: Antonina (romance, fifth century).
Kingsley: Hypatia (romance of Alexandria, 415 A. D.).

Aubrey de Vere: Julian the Apostate (drama, 363 A. D.).

LITERATURE

Livy. Translation by Spillan and Edwards.
Tacitus. Translation by Church and Brodribb.
Virgil: Æneid. Translation by William Morris.
Virgil: Works. Translation by Conington.
Cæsar's Commentaries. Translation in Bohn's Classical Library.
Cicero's Orations. Yonge's translation.
Epictetus: Selections (translated by Long).
Marcus Aurelius: Meditations (translated by Long).
Simcox: History of Latin Literature (200 B.C. to 500 A.D.).
Cruttwell: History of Roman Literature (240 B.C. to 180 A.D.).

Also the following volumes in the series of Ancient Classics for English Readers: —

Collins: Livy, Cicero, Virgil, Ovid, Lucian (5 vols.).
Mallock: Lucretius.
Trollope: Cæsar.

SPECIAL REFERENCE

Coulanges: The Ancient City.
Draper: History of the Intellectual Development of Europe.
Lecky: History of European Morals.
Milman: History of Christianity.
Stanley: History of the Eastern Church.
Fisher: Beginnings of Christianity.
Döllinger: The First Age of Christianity.
Montalembert: The Monks of the West.
Reber: History of Ancient Art.

FOR YOUNG READERS

CHURCH: Stories from Virgil.
CHURCH: Stories from Livy.
CHURCH: Roman Life in the Days of Cicero.
CHURCH: Pictures from Roman Life and Story.
YONGE: Young Folks' History of Rome.
ABBOTT: History of Romulus.
ABBOTT: History of Hannibal.
ABBOTT: History of Julius Cæsar.
ABBOTT: History of Nero.
CHURCH: The Burning of Rome.
WHITE: Plutarch for Boys and Girls.

MRS. CHARLES: Conquering and to Conquer (romance, 418 A. D.).
MRS. CHARLES: Maid and Cleon (romance of Alexandria, 425 A. D.).

BOOKS RELATING TO MODERN HISTORY

The use of history is to give value to the present hour and its duty.

EMERSON

CHAPTER VIII

BOOKS RELATING TO MODERN HISTORY

I. ENGLAND AND CONTINENTAL EUROPE

THIS list, although arranged with special reference to English history, includes also the titles of the best works relating to the Continental nations of Europe. It may therefore be regarded as a complete guide, within its limits, to mediæval and modern history. While naming sufficient books for a number of courses of reading on English subjects, it also designates suitable works for collateral reading in connection with each period, including the most popular historical fiction.

GENERAL HISTORIES

KNIGHT: History of England (9 vols., very fully illustrated, and excellent for reference).

GREEN: History of the English People (the best of the general histories).

HUME: History of England (ends with the abdication of James II in 1688. A standard work, but not always to be depended upon).

LINGARD: History of England (written from the Catholic standpoint).

GUIZOT: History of France (6 vols.).
MENZEL: History of Germany.
BAYARD TAYLOR: History of Germany (small, popular work).
SISMONDI: History of the Italian Republics.
HUNT: History of Italy.
FYFFE: History of Modern Europe.

THE ANGLO-SAXON PERIOD, 449–1066

CHURCH: The Story of Early Britain.
MRS. ARMITAGE: The Childhood of the English Nation.
PALGRAVE: History of the Anglo-Saxons.
GRANT ALLEN: Anglo-Saxon Britain.
BESANT: The Story of Alfred the Great (published in 1901, the one-thousandth anniversary of Alfred).
THIERRY: The Conquest of England by the Normans (Bohn's Library).
FREEMAN: The Conquest of England by the Normans (the best special history of this period).
SHARON TURNER: History of the Anglo-Saxons (an old work, written in 1799, but still valuable for reference).

MRS. CHARLES: Early Dawn (romance of the Roman occupation of Britain).
MALORY: Morte d'Arthur.
BULFINCH: The Age of Chivalry (legends of King Arthur).
RHYS: Studies in the Arthurian Legend.

TENNYSON: Idylls of the King (poems based on the old Arthurian legends).

BULWER: Harold, the Last of the Saxons (romance, 1066).

KINGSLEY: Hereward the Wake (romance, time of William the Conqueror).

TENNYSON: Harold; a Drama (1066).

For Collateral Reading

CHURCH: The Beginnings of the Middle Ages.

MCLAUGHLIN: Studies in Mediæval Life and Literature.

CUTTS: Scenes and Characters of the Middle Ages.

BRADLEY: The Story of the Goths.

HODGKIN: Theodoric the Goth.

HALLAM: History of the Middle Ages.

BRYCE: The Holy Roman Empire.

LECKY: History of European Morals.

BURR: Charlemagne, the Reorganizer of Europe.

HUMBERT: History of Charles the Great.

JEWETT: The Story of the Normans.

LANE-POOLE: The Moors in Spain.

CLARKE: The Cid Campeador, and the Waning of the Crescent in the West.

CARLYLE: The Early Kings of Norway (historical essay).

ANDERSON: Norse Mythology (for reference).

DASENT: The Burnt Njal (Norse romance).

LETTSOM: The Nibelungenlied (poetical translation of ancient German epic).

BULFINCH: The Age of Charlemagne (romantic legends retold).

FROM WILLIAM THE CONQUEROR TO EDWARD III, 1066–1377

FREEMAN: The Reign of William Rufus.
FROUDE: Life and Times of Thomas Becket.
JAMES: Life of Richard Cœur de Lion.
STUBBS: The Early Plantagenets.
NORGATE: England under the Angevin Kings.
HULL: Court Life under the Plantagenets.
PAULI: Life of Simon de Montfort (1215).
WARBURTON: Edward III (1327–1377).
JUSSERAND: English Wayfaring Life in the Middle Ages.
MAXWELL: Robert the Bruce and the Struggle for Scottish Independence.

SCOTT: Ivanhoe (romance, about 1194).
JAMES: Forest Days (romance, 1214).
TENNYSON: Becket (drama, 1170).
AUBREY DE VERE: St. Thomas of Canterbury (drama, 1170).
SHAKESPEARE: King John (drama, 1215).
DAVIS: God Wills It (tale of the first Crusade).
YONGE: The Prince and the Page (story, 1280).
JANE PORTER: The Scottish Chiefs (romantic story of the times of Bruce—published in 1810).
BARING-GOULD: Pabo the Priest (story of Wales in time of Henry I).
FROISSART: Chronicles (time of Edward III).
CONAN DOYLE: The White Company (romance, time of Edward III).

For Collateral Reading

COX: The Crusades.

MICHAUD: History of the Crusades.
GRAY: The Children's Crusade.
ARCHER AND KINGSFORD: The Story of the Crusades.
MRS. OLIPHANT: Francis of Assisi (1182–1226).
MACKINTOSH: The Story of Scotland.
STEAD AND HUG: The Story of Switzerland.
JAMISON: Bertrand du Guesclin (1314–1380).
HUTTON: James and Philip Van Artevelde (1340–1382).
SCOTT: The Talisman (romance, time of Richard I).
SCOTT: The Betrothed (romance of the Crusades).
SCOTT: Count Robert of Paris (romance, eleventh century).
JAMES: Philip Augustus (story of the third Crusade).
HALE: In His Name (story of the Waldenses).
BROWNING: Sordello (poem, Italy, thirteenth century).
BOKER: Francesca da Rimini (tragedy, Italy, thirteenth century).
SCHILLER: Wilhelm Tell (drama relating to the legendary hero of Switzerland).
BULWER: Rienzi, the Last of the Tribunes (historical novel, Italy, fourteenth century).
TAYLOR: Philip Van Artevelde (drama, fourteenth century).
WOLFF: The Robber Count (romance, Germany, fourteenth century).
LOCKHART: Spanish Ballads.
SOUTHEY: Chronicles of the Cid (legends of Moorish Spain).
IRVING: Alhambra.

FROM EDWARD III TO THE TUDORS, 1377–1485

GAIRDNER: The Houses of Lancaster and York.

Edgar: The Wars of the Roses.
Ramsay: Lancaster and York. A Century of English History (1399–1485).
Kingsford: Henry V the Typical Mediæval Hero.
Ewald: The Youth of Henry V (in "Stories from the State Papers").
Sargeant: John Wyclif, Last of the Schoolmen and First of the English Reformers.
Gairdner: The Lollards.
Gairdner: History of Richard III.
William Andrews: Bygone England.

Chaucer's Canterbury Tales (reflect life and manners in the fourteenth century).
Shakespeare: King Richard II.
Shakespeare: King Henry IV.
Shakespeare: King Henry V.
Shakespeare: King Henry VI.
Shakespeare: King Richard III.
(All historical dramas.)
Yonge: The Caged Lion (historical story, 1406).
Bulwer: The Last of the Barons (romance, 1460).
Yonge: Two Penniless Princesses (historical story, Scotland, 1425).

For Collateral Reading

Duffy: The Story of the Tuscan Republics.
Mrs. Oliphant: The Makers of Florence.
Mrs. Oliphant: The Makers of Venice.
Villari: The First Two Centuries of Florentine History.
Clark: Savonarola; his Life and Times.
Hazlitt: History of the Venetian Republic.

Parr: The Life and Death of Jeanne d'Arc.

Mrs. Bray: Joan of Arc and the Times of Charles VII of France.

Lea: History of the Inquisition.

Symonds: The Renaissance in Italy.

Beazely: Prince Henry the Navigator.

Alberg: Gustavus Vasa and his Stirring Times.

John Foster Kirk: History of Charles the Bold (1433-1477).

Mark Twain: Personal Recollections of Joan of Arc (historical romance).

Browning: Luria (drama, fifteenth century).

Scott: Quentin Durward (romance, reign of Louis XI).

Victor Hugo: Notre Dame de Paris (romance of Paris, time of Louis XI).

Browning: The Return of the Druses (drama, fifteenth century).

Scott: Anne of Geierstein (romance, Switzerland, fifteenth century).

Ludlow: The Captain of the Janizaries (romance, Turkey, fifteenth century).

Wallace: The Prince of India; or Why Constantinople Fell (romance, fifteenth century).

George Eliot: Romola (historical novel, Florence, time of Savonarola).

Reade: The Cloister and the Hearth (romance, fifteenth century).

FROM HENRY VII TO JAMES I, 1485-1603

Birchall: England under the Tudors.

Froude: History of England from the Fall of Wolsey to the Death of Elizabeth.

Geike: History of the English Reformation.

Friedman: Anne Boleyn; a Chapter of English History.

Creighton: The Age of Elizabeth.

Fox-Bourne: Sir Philip Sidney.

Meline: Life of Mary Queen of Scots.

Lang: The Mystery of Marie Stuart.

Burke: Historic Portraits of the Tudor Dynasty.

Dixon: The Tower of London.

Manning: The Household of Sir Thomas More (historical story, time of Henry VIII, purporting to be the diary of the daughter of Sir T. More).

Mühlbach: Henry VIII and Catherine Parr (historical romance).

Manning: Colloquies of Edward Osborne (romance, 1554).

Ainsworth: The Tower of London (historical romance, 1554).

Scott: Kenilworth (historical novel, time of Queen Elizabeth).

Scott: The Monastery (novel, Scotland, time of Mary Stuart).

Scott: The Abbot (novel, continuation of The Monastery).

Kingsley: Westward Ho! (novel of adventure, time of Elizabeth).

Scott: Marmion (poetical romance, 1513).

Shakespeare: King Henry VIII (historical drama).

Tennyson: Queen Mary (historical drama, 1554).

Aubrey de Vere: Mary Tudor (historical drama, 1554).

Scott: Lay of the Last Minstrel (poetical romance, middle of sixteenth century).

SWINBURNE: Chastelard; a Tragedy.
SWINBURNE: Bothwell's Tragedy.
SWINBURNE: Mary Stuart; a Tragedy.
(These three dramatic poems are founded on the history of Mary Queen of Scots.)
SCHILLER: Marie Stuart (historical drama, 1587).
LANDOR: Elizabeth and Burleigh (in "Imaginary Conversations").

For Collateral Reading

PRESCOTT: History of Ferdinand and Isabella.
IRVING: The Conquest of Granada.
ROBERTSON: History of Charles V.
PARDOE: The Court and Reign of Francis I.
PRESCOTT: History of Philip II.
FROUDE: The Spanish Story of the Armada.
MOTLEY: The Rise of the Dutch Republic.
MOTLEY: History of the United Netherlands.
BARRETT: William the Silent (1533–1584).
ROGERS: The Story of Holland.
WILLERT: Henry of Navarre.
SEEBOHM: The Era of the Protestant Reformation.
FISHER: History of the Reformation.
BAIRD: The Rise of the Huguenots in France.
BAIRD: The Huguenots and Henry of Navarre.
PARDOE: Life of Marie de Medicis, Queen of France.
LADY JACKSON: The Court of France in the Sixteenth Century (1514–1559).
LADY JACKSON: The First of the Bourbons (1589–1595).
DYER: A History of Modern Europe, from the Fall of Constantinople (valuable for reference).

Mrs. Stowe: Agnes of Sorrento (story, Italy, sixteenth century).
Gunsaulus: Monk and Knight.
Runkle: The Helmet of Navarre (novel, time of Henry IV).
Mrs. Charles: Chronicles of the Schönberg-Cotta Family (time of Luther, sixteenth century).
Lyof Tolstoi: The Terrible Czar (story of Ivan the Terrible, 1530–1584).
Trollope: Paul the Pope and Paul the Friar.
Goethe: Egmont (historical drama, 1568).
Goethe: Torquato Tasso (historical drama, 1590).

JAMES I TO GEORGE I, 1603–1714

Gardiner: History of England from the Accession of James I to the Disgrace of Chief Justice Coke.
Gardiner: The Personal Government of Charles I.
Gardiner: History of the Great Civil War.
Carlyle: Letters and Speeches of Oliver Cromwell.
Guizot: History of the Revolution in England.
Guizot: History of England under Cromwell.
Goldwin Smith: Three English Statesmen (Pym, Cromwell, Pitt).
Morley: Oliver Cromwell.
Roosevelt: Oliver Cromwell.
Masson: Life and Times of John Milton.
Birchall: England under the Stuarts.
Adams: The Merry Monarch (Charles II).
Macaulay: History of England (1685–1702).
Hale: The Fall of the Stuarts.
Morris: The Age of Anne.

ADAMS: Good Queen Anne.
ASHTON: Social Life in the Reign of Queen Anne.
MRS. OLIPHANT: The Reign of Queen Anne.

AINSWORTH: Guy Fawkes (historical tale, 1605).
AINSWORTH: The Spanish Match (1620).
SCOTT: The Fortunes of Nigel (historical novel, time of James I).

SCOTT: Legend of Montrose (1646).
QUILLER-COUCH: The Splendid Spur (historical tale, time of Charles I).
SHORTHOUSE: John Inglesant (historical romance, time of Charles I).
SCOTT: Woodstock (historical novel, 1651).
BUTLER: Hudibras (humorous poem relating to the times of the Puritans).
EDNA LYALL: To Right the Wrong (story of John Hampden and the Civil War).
CONAN DOYLE: Micah Clarke (historical tale, 1685).
DEFOE: History of the Great Plague in London (fictitious narrative, 1665).
SCOTT: Old Mortality (romance, Scotland, 1679).
THACKERAY: Henry Esmond (historical novel, time of Queen Anne).
BLACKMORE: Lorna Doone; a Romance of Exmoor (early in the seventeenth century).

For Collateral Reading

SCHILLER: History of the Thirty Years' War (1618-1648).
ROBSON: Life of Cardinal Richelieu (1585–1642).
G. MASSON: Richelieu.

FLETCHER: Gustavus Adolphus, and the Struggle of Protestantism for Existence (1594–1632).

MOTLEY: Life and Death of John of Barneveldt.

PARDOE: Louis XIV and the Court of France.

HASSALL: Louis XIV, and the Zenith of the French Monarchy (1643–1715).

BAIRD: The Huguenots and the Revocation of the Edict of Nantes.

SCHUYLER: History of Peter the Great (1689–1725).

BAIN: Charles XII, and the Collapse of the Swedish Empire (1682–1719).

LADY JACKSON: The Old Régime (Louis XIV and Louis XV).

MAHON: The War of the Spanish Succession.

DE VIGNY: Cinq-Mars (historical romance, time of Louis XIII).

TOPELIUS: Times of Gustaf Adolf (historical romance, Sweden).

MANZONI: The Betrothed (Italian story, 1628).

BULWER: Richelieu (historical drama).

WEYMAN: A Gentleman of France (historical tale, Huguenots).

WEYMAN: The House of the Wolf (historical tale, massacre of St. Bartholomew).

CONAN DOYLE: The Refugees (story of France and America, time of Huguenots).

SIENKIEWICZ: With Fire and Sword.

SIENKIEWICZ: The Deluge.

SIENKIEWICZ: Pan Michael.

(The last three form a connected historical romance of Poland in the latter half of the seventeenth century.)

TOPELIUS: Times of Battle and Rest (historical romance, Sweden).

TOPELIUS: Times of Charles XII (historical romance).

GEORGE I TO VICTORIA, 1714–1836

LECKY: A History of England in the Eighteenth Century.

MORRIS: The Early Hanoverians.

THACKERAY: Lectures on the Four Georges.

STEPHEN: History of English Thought in the Eighteenth Century.

MACAULAY: Essays on Lord Clive and Lord Chatham.

FROUDE: The English in Ireland in the Eighteenth Century.

MACAULAY: Essays on Warren Hastings, William Pitt, and Barère.

TREVELYAN: Early History of Charles James Fox.

WADE: Letters of Junius.

MORLEY: Edmund Burke, a Historical Sketch.

ASHTON: The Dawn of the Nineteenth Century.

MAHAN: Life of Nelson.

W. CLARK RUSSELL: Nelson and the Naval Supremacy of England.

LOUNSBURY: English Thought in the Eighteenth Century.

SCOTT: Rob Roy (novel, Scotland, 1715).

SCOTT: The Heart of Midlothian (novel, 1734).

SCOTT: Waverley (novel, Scotland, 1745).

GOLDSMITH: The Vicar of Wakefield.

EDGEWORTH: Castle Rackrent (story of Ireland).

MITFORD: Our Village (depicting English country life a hundred years ago).

Mrs. Charles: Diary of Kitty Trevylyan (story, times of John Wesley).

Dickens: Barnaby Rudge (novel, time of the "No Popery" riots, 1780).

George Eliot: Adam Bede.

Thackeray: Vanity Fair.

Kingsley: Alton Locke.

(These three are deservedly famous novels depicting phases of English life and manners during the earlier part of last century.)

Lever: Charles O'Malley (novel, Irish life).

For Collateral Reading

Taine: The Ancient Régime.

Michelet: History of the French Revolution.

Thiers: History of the French Revolution.

McCarthy: History of the French Revolution.

Carlyle: The French Revolution; a History.

Alison: History of Europe (1789–1815).

Sloane: Life of Napoleon Bonaparte.

Dumas: Napoleon.

Lady Jackson: The French Court and Society (1774–1815).

Campan: The Private Life of Marie Antoinette.

Saint-Amand: Marie Antoinette.

Saint-Amand: Empress Josephine.

Saint-Amand: Empress Marie Louise.

Tarbell: Life of Madame Roland.

Ropes: The Campaign of Waterloo.

Ropes: The First Napoleon.

Seeley: Life and Times of Stein; or Germany and Prussia in the Napoleonic Age.

Lady Jackson: The Court of the Tuileries (1815–1830).
Brigham: The Bastille.

Dickens: A Tale of Two Cities (novel, time of the French Revolution).
Erckmann-Chatrian: Year One of the Republic.
Erckmann-Chatrian: The Conscript; the Invasion of France in 1814; and Waterloo.
Blackmore: Alice Lorraine.
Trollope: La Vendée.
Saintine: Picciola.
(All these are works of fiction relating to the period of the French Revolution and the first Napoleon.)
Victor Hugo: Les Misérables.

THE VICTORIAN AGE, 1835–1900

McCarthy: History of Our Own Times.
Mrs. Latimer: England in the Nineteenth Century.
Ward: The Reign of Queen Victoria.
G. Barnett Smith: The Prime Ministers of Queen Victoria.
McCarthy: Sir Robert Peel.
Froude: The Earl of Beaconsfield.
Russell: The Rt. Hon. W. E. Gladstone.
Besant: Fifty Years Ago.
Marquis of Lorne: V. R. I. Queen Victoria, her Life and Empire.
Clayden: England under the Coalition (1885–1892).

For Collateral Reading

Guizot: France under Louis Philippe.
Kinglake: The Invasion of the Crimea.

Victor Hugo: The History of a Crime (accession of Louis Napoleon).

Forbes: The Franco-German War.

Moltke: The Franco-German War of 1870-71.

Von Sybel: The Founding of the German Empire.

Mrs. Latimer: Spain in the Nineteenth Century (also uniform works by the same author on Italy, France, Russia and Turkey, and Europe and Africa).

Mrs. Latimer: The Last Years of the Nineteenth Century.

FOR YOUNG READERS

Kirkland: A Short History of England for Young People.

Dickens: A Child's History of England (very entertaining but not always trustworthy).

Abbott: History of Alfred the Great.

Abbott: History of William the Conqueror.

Abbott: History of Richard I.

Abbott: History of Richard II.

Abbott: History of Queen Elizabeth.

Abbott: History of Mary Queen of Scots.

Abbott: History of Charles I.

Abbott: History of Charles II.

(Biographical histories not yet replaced by works of higher merit.)

Lanier: The Boys' King Arthur.

Lanier: Knightly Legends of Wales.

Pyle: The Story of Robin Hood.

Leighton: The Thirsty Sword. A Story of the Norse Invasion of Scotland (1262-63).

HENTY: In Freedom's Cause. A Story of Wallace and Bruce.

JANE PORTER: The Scottish Chiefs (story of the times of Bruce).

MUDDOCK: Maid Marion and Robin Hood.

GILLIAT: God Save King Alfred!

TAPPAN: In the Days of William the Conqueror.

HYDE: Hollyberry and Mistletoe (story of the time of Henry VII).

ARMSTRONG: My Friend Anne, a Story of the Sixteenth Century (time of Henry VIII).

LANIER: The Boys' Froissart.

SCOTT: Tales of a Grandfather (historical stories of Scotland).

MARK TWAIN: The Prince and the Pauper (fanciful story of the time of Henry VIII).

HENTY: With Clive in India.

BRERETON: A Gallant Grenadier; a Tale of the Crimean War.

For Collateral Reading—Continental Countries

KIRKLAND: A Short History of France for Young People.

ABBOTT: History of Henry IV.

ABBOTT: History of Louis XIV.

BONNER: A Child's History of France.

BONNER: A Child's History of Spain.

BROOKS: In Chivalric Days and Youthful Deeds.

BROOKS: Historic Boys.

BROOKS: Historic Girls.

BROOKS: A Boy of the First Empire.

BALDWIN: The Story of Roland (times of Charlemagne).

II. THE UNITED STATES

History is the chart and compass for national endeavor. Sir Arthur Helps

GENERAL HISTORIES AND BOOKS FOR REFERENCE

Larned: History for Ready Reference (excellent also for general history. Indispensable for the historical student).

Henry Adams: History of the United States (5 vols.).

Schouler: History of the United States under the Constitution (6 vols.).

Justin Winsor: Narrative and Critical History of America (8 vols.).

Bancroft: History of the United States (12 vols., from the discovery of America to the adoption of the Constitution).

Hildreth: History of the United States (6 vols., from the discovery of America to 1820).

Bryant and Gay: History of the United States (from the discovery to 1880. A popular history in four volumes, fully illustrated).

Thorpe: Constitutional History of the American People.

E. B. Andrews: History of the United States.

A. B. Hart: American History told by Contemporaries (4 vols.).

A. B. Hart: Epochs of American History (3 vols.).

ABORIGINAL AMERICA

Baldwin: Ancient America.

Biart: The Aztecs—their History, Manners, etc.

FOSTER: Prehistoric Races of the United States.
ELLIS: The Red Man and the White Man.
H. H. BANCROFT: Native Races of the Pacific States (a monumental work in 40 volumes; valuable for reference).
CHARNAY: The Ancient Cities of the New World.

THE PERIOD OF THE DISCOVERY

FISKE: The Discovery of America.
IRVING: Columbus and his Companions.
WINSOR: Christopher Columbus.
PRESCOTT: History of the Conquest of Mexico.
PRESCOTT: History of the Conquest of Peru.
HELPS: The Spanish Conquest of America.

WALLACE: The Fair God, or the Last of the Tzins (romantic story of the conquest of Mexico).
MRS. CATHERWOOD: The Lady of Fort St. John (romance of French discovery and colonization).
HALE: Stories of Discovery (short true stories).
GRACE KING: De Soto and his Men in the Land of Florida.

THE COLONIAL PERIOD

FISKE: Old Virgina and her Neighbors.
FISKE: The Beginnings of New England.
EGGLESTON: The Beginners of a Nation.
PALFREY: History of New England.
WHARTON: Colonial Days and Dames.
WHARTON: Through Colonial Doorways.
EARLE: Customs and Fashions in Old New England.
EARLE: Home Life in Colonial Days.
EARLE: Child Life in Colonial Days.

Spofford: New England Legends.
Coffin: Old Times in the Colonies.
Brady: Colonial Fights and Fighters.
Eggleston: The Transit of Civilization.
Wood: The Story of John Smith.
Thomas Nelson Page: Social Life in Old Virginia.
Halsey: The Old New York Frontier.
Mrs. Lamb: History of the City of New York.
James Grant Wilson: Memorial History of New York.
Dixon: History of William Penn.
Parkman: Pioneers of France in the New World.
Parkman: The Jesuits in North America.
Parkman: La Salle and the Discovery of the Great West.
Parkman: The Old Régime in Canada.
Parkman: Count Frontenac and New France under Louis XIV.
Parkman: A Half Century of Conflict.
Parkman: Montcalm and Wolfe.
Parkman: The Conspiracy of Pontiac and the Indian War after the Conquest of Canada.
Shea: Discovery and Exploration of the Mississippi (translation of early French narratives).
Baldwin: The Discovery of the Old Northwest.

Mrs. Austin: Standish of Standish.
Mrs. Austin: David Alden's Daughter; Other Stories of Colonial Times.
Bynner: Zachary Phips.
Bynner: Agnes Surriage.
(Stories of colonial New England.)
Bynner: The Begum's Daughter (a story of Dutch New York).

JOHNSON: Prisoners of Hope (story of early colonial life in Virginia).

STIMSON: King Noanett (story of colonial Virginia and New England).

TAYLOR: Anne Scarlett (story of colonial Massachusetts).

LONGFELLOW: The Courtship of Miles Standish (poem).

IRVING: Knickerbocker's History of New York.

HAWTHORNE: The Scarlet Letter.

DU BOIS: Martha Corey; a Tale of Salem Witchcraft.

STOCKTON: Buccaneers and Pirates of our Coast.

SIMMS: The Yemassee (story of South Carolina, 1715).

COOPER: The Pathfinder.

COOPER: The Last of the Mohicans.

THACKERAY: The Virginians (time of Washington).

CATHERWOOD: The Story of Tonty.

CATHERWOOD: Lazarre.
(Stories of old French times.)

KIRBY: The Golden Dog (historical romance, Canada in time of the intendant Bigot).

GILBERT PARKER: The Seats of the Mighty (historical romance, time of the conquest of Canada).

THE PERIOD OF THE REVOLUTION

FISKE: The American Revolution.

LODGE: The Story of the Revolution.

TOMLINSON: Short History of the American Revolution.

LOSSING: Field Book of the Revolution.

GREENE: Historical View of the American Revolution.

TYLER: Literary History of the American Revolution.

LODGE: George Washington.

Paul Leicester Ford: The True George Washington.
Hapgood: George Washington.
Irving: Life of George Washington (in some respects antiquated, and yet of much value).
Morse: Benjamin Franklin.
Paul Leicester Ford: The Many-sided Franklin.
Tyler: Patrick Henry.
Hosmer: Samuel Adams.
Dwight: Lives of the Signers.

Cooper: The Spy (tale, time of the Revolution).
Cooper: The Pilot (sea tale, exploits of Paul Jones).
Paul Leicester Ford: Janice Meredith (novel, New Jersey and New York in the Revolution).
Mitchell: Hugh Wynne; Free Quaker (novel, Philadelphia in the Revolution).
Churchill: Richard Carvel (novel, introducing exploits of Paul Jones).
(The list of fiction might be extended indefinitely.)
Longfellow: Paul Revere's Ride (poem).
Holmes: Dorothy Q., and Grandmother's Story of Bunker Hill Battle (poem).

FROM THE CLOSE OF THE REVOLUTION

McMaster: History of the People of the United States from the Revolution to the Civil War (very valuable for reference or reading. To be completed in six volumes).
Frothingham: Rise of the Republic in the United States.
Schouler: History of the United States under the Constitution.

THORPE: Constitutional History of the American People. 1776–1850 (2 vols.).
VON HOLST: Constitutional History of the United States.
BRYCE: The American Commonwealth.
CARNEGIE: Triumphant Democracy.

MORSE: John Adams.
MORSE: Thomas Jefferson.
PELLEW: John Jay.
ADAMS: John Randolph.
LODGE: Alexander Hamilton.
MAGRUDER: John Marshall.
GAY: James Madison.
GILMAN: James Monroe.
MORSE: John Quincy Adams.
SUMNER: Andrew Jackson.
ROOSEVELT: Thomas H. Benton.
VON HOLST: John C. Calhoun.
LODGE: Daniel Webster.
SCHURZ: Henry Clay.
(Also other volumes of the American Statesmen Series.)

PARTON: Life of Aaron Burr.
CURTIS: The True Thomas Jefferson.
COUES (editor): Journal of Lewis and Clark (explorations west of the Mississippi).
SPEARS: The History of our Navy.
MAHAN: The Influence of Sea-Power upon History (not relating exclusively to American history, but of general interest).
ROOSEVELT: The Winning of the West (3 vols.).

Woodrow Wilson: Division and Reunion (1829–1889).
Ripley: The War with Mexico.
Kendall: The Santa Fé Expedition.
Rhodes: History of the United States from the Compromise of 1850 (4 vols.).
Thayer: The Kansas Crusade.
Robinson: The Kansas Conflict.
The Century War Book: Battles and Leaders of the Civil War.
Jefferson Davis: The Rise and Fall of the Confederate Government.
Alex. H. Stephens: Constitutional History of the War between the States (Southern view).
Ropes: The Story of the Civil War.
Draper: History of the American Civil War.
Arnold: Life of Abraham Lincoln.
Nicolay and Hay: Abraham Lincoln; A History (the most complete biography published).
Swinton: Twelve Decisive Battles of the War.
Church: Ulysses S. Grant, and the Period of National Preservation and Reconstruction.
White: Robert E. Lee, and the Southern Confederacy.
King: The Great South.
Schwab: The Confederate States of America.
Garrison: Life of William Lloyd Garrison.
Carpenter: Six Months at the White House.

Williams: History of the Negro Race.
Douglass: Life and Times of Frederick Douglass.
Booker T. Washington: Up from Slavery.
Spears: A History of the American Slave Trade.
Wilson: History of the Rise and Fall of the Slave Power in America.

LESTER: Our First Hundred Years.
HELEN HUNT JACKSON: A Century of Dishonor.
LOSSING: The American Centenary.
LODGE: The War with Spain.
ALGER: The Spanish-American War.
HILL: Cuba and Porto Rico.
ROBINSON: The Philippines.
ALEXANDER: Brief History of the Hawaiian People.

See also the "Great Commanders Series" (10 vols., edited by General James Grant Wilson); "The Makers of America" (12 vols.); Sparks's "American Biography" (10 vols.); "American Commonwealths" (10 vols., edited by Horace E. Scudder); and "Epochs of American History" (ed. by Albert Bushnell Hart).

FOR YOUNG READERS

ABBOTT: The Discovery of America.
ABBOTT: Hernando Cortez.
MACKIE: With the Admiral of the Ocean Sea.
TOWLE: Vasco da Gama, Pizarro, Magellan, Drake, Sir Walter Ralegh (5 vols.).
BUTTERWORTH: The Story of Magellan.
EGGLESTON: Pocahontas.
COOKE: Stories of the Old Dominion.
HEMSTREET: The Story of Manhattan.
COFFIN: The Boys of '76.
COFFIN: Old Times in the Colonies.
COFFIN: Building of the Nation.
NOAH BROOKS: First Across the Continent (story of the exploring expedition of Lewis and Clark, 1803–1805).

Brooks: The Story of the United States of America.
Coffin: The Boys of '61.
Coffin: Abraham Lincoln.
Seawell: Paul Jones.
Seawell: Decatur and Somers.
Drake: The Making of the Great West.
Drake: The Making of New England.
Drake: The Making of Virginia.
Drake: The Making of the Ohio Valley States.
Brooks: Century Book for Young Americans.
Butterworth: The Boyhood of Lincoln.
Anon.: Colonial Books for Children (3 vols.).
Champlin: Young Folks' History of the War for the Union.
Baldwin: Four Great Americans (Washington, Franklin, Webster, Lincoln).
Burton: Four American Patriots (Patrick Henry, Hamilton, Jackson, Grant).
Perry: Four American Pioneers (George Rogers Clark, Boone, Crockett, Kit Carson).
Eggleston: Stories of Great Americans.
Eggleston: Stories of American Life and Adventure.
Roosevelt: Hero Tales from American History.
Page: Two Little Confederates (story of the South).

GEOGRAPHY AND TRAVELS

How highly must we estimate the wondrous power of books, since through them we survey the utmost bounds of the world and time, and contemplate the things that are as well as those that are not, as it were in the mirrors of eternity.

Richard de Bury

CHAPTER IX

GEOGRAPHY AND TRAVELS

GEOGRAPHY is learned best by the careful reading of books of travel. The textbooks that are studied at school can give but a meagre outline of the subject. Through them we fix in our minds a few general terms, we learn something about the structure of the earth as a whole, we ascertain the relative positions of countries and seas, of rivers and mountains, of roads and cities, and possibly we may get some feeble notion of the races of mankind and of the conditions of life in certain portions of the habitable globe. But it is by the reading of books of travel, description, and adventure that we get at the very kernel of the matter. Through them we become intimately acquainted with the people, the scenery, the industries of foreign lands. The most desultory study of books of this class can scarcely fail to enrich the mind with profitable knowledge.

Considered from a practical standpoint they are not to be classed with books of power, they are rather the books of the workshop. Every school library should contain many of them; and pupils should be taught how to use them to supplement the instruction which they receive from the text-books.

There is, however, another and pleasanter, although it may be less practical, way of regarding these books. They enable the poorest of us to become travellers, to see the world. Sitting at mine ease in my library, I visit foreign lands; I enjoy the pleasures of the tourist without suffering his discomforts. I climb the Alps without fatigue, I walk the streets of the Eternal City, I journey with contentment across the African desert, I sit within the shadow of the Pyramids, I sail among the spicy islands of the East, I circumnavigate the globe, and am at home again without weariness and with as full a purse as when I started. I have adventures, too, in the same pleasant and inexpensive manner. I hunt tigers in India, I go whaling in

the South Sea or sail among the ice floes of the polar regions, I have encounters with wild tribes in the Soudan, I am captured by cannibals and escape unharmed. Of all modes of travel what can be more delightful, more satisfying, more safe in every way than travel in one's own library?

Good old Richard de Bury, even with his limited opportunities, had an inkling of this. "In books," he says, "we climb mountains and scan the deepest gulfs of the abyss; in books we behold the finny tribes that may not exist outside their native waters, distinguish the properties of streams and springs and of various lands; from books we dig out gems and metals and the materials of every kind of mineral, and learn the virtues of herbs and trees and plants, and survey at will the whole progeny of Neptune, Ceres, and Pluto.

"And if we please to visit the heavenly inhabitants, Taurus, Caucasus, and Olympus are at hand, from which we pass beyond the realms of Juno and mark out the territories of the

seven planets by lines and circles. Then we inspect the antarctic pole which eye hath not seen nor ear heard; we admire the luminous Milky Way and the Zodiac, marvellously and delightfully pictured with celestial animals. Thence by books we pass on to separate substances, that the intellect may greet kindred intelligences, and with the mind's eye may discern the First Cause of all things and the Unmoved Mover of infinite virtue, and may immerse itself in love without end. *See how with the aid of books we attain the reward of our beatitude, while we are yet sojourners below.*"

The following lists contain the titles of many popular works of travel and description. Not all these works are equally good; and yet every one has some feature to commend it. All are available for instruction or for pleasure, for the student or for the fireside traveller.

GENERAL WORKS

Curtis: Dottings round the Circle.
Prime: Around the World.
Edwin Arnold: Seas and Lands.
Barrows: A World Pilgrimage.

GEOGRAPHY AND TRAVELS

PUMPELLY: Across America and Asia.
AINSWORTH: All Round the World.
PRICE: From the Arctic Ocean to the Yellow Sea.
BREHM: From North Pole to Equator: Studies of Wild Life and Scenes in Many Lands.
MARK TWAIN: Following the Equator.

BOOKS OF THE SEA

FIGUIER: The Ocean World.
BULLEN: The Cruise of the "Cachalot" (whaling adventures).
BULLEN: The Log of a Sea Waif.
BULLEN: Idylls of the Sea.
DANA: Two Years before the Mast (a classic of the sea).
ERSKINE: Twenty Years before the Mast; with Scenes and Incidents while circumnavigating the Globe.
HAMBLEN: On Many Seas; the Life and Exploits of a Yankee Sailor.
IRELAND: The Green Mariner (a landsman's account of a deep-sea voyage).
LADY BRASSEY: In the Trades, the Tropics, and the "Roaring Forties."
LOW: Tales of Old Ocean.
PINTO: Voyages and Adventures.
STEVENSON: By Way of Cape Horn (four months in a Yankee clipper).
Cook's Voyages (an old work, but always interesting).
LADY BRASSEY: Around the World in the Yacht "Sunbeam."
LADY BELCHER: The Mutineers of the Bounty.
W. CLARK RUSSELL: The Wreck of the Grosvenor.
MICHAEL SCOTT: The Cruise of the Midge (sea story).

THE ARCTIC REGIONS

NANSEN: Farthest North. The Record of a Voyage of Exploration of the Ship "Fram" (1893–1896).
PEARY: Northward over the Great Ice.
PEARY: My Arctic Journal.
DU CHAILLU: The Land of the Long Night.
NOURSE: American Explorations in the Ice Zones.
HAYES: The Land of Desolation.
BLAKE: Arctic Experiences.
GREELY: Three Years of Arctic Service.
JOHN BURROUGHS AND OTHERS: Alaska; its Natives, Bird and Animal Life, Trees and Flowers, and Resources (an important work).
BALLOU: The New Eldorado (Alaska).
SCHWATKA: Along Alaska's Great River.
ELLIOTT: Our Arctic Province, Alaska.

NORTH AMERICA

ROBINSON: The Great Fur Land.
BUTLER: The Great Lone Land.
BUTLER: The Wild North Land.
VAN DYKE: Little Rivers (sketches of fishing tours and vacation journeys, some in Canada).
RALPH: On Canada's Frontier.

CLIFTON JOHNSON: The New England Country.
BOLLES: The Land of the Lingering Snow.
DRAKE: Nooks and Corners of the New England Coast.
FLAGG: The Woods and By-Ways of New England.
PRIME: Along New England Roads.

THOREAU: The Maine Woods.
THOREAU: A Week on the Concord and Merrimack Rivers.
THOREAU: Excursions in Field and Forest.
THOREAU: Autumn.
KEYSER: In Bird Land.

WARNER: The Adirondacks Verified.
BROMFIELD: Picturesque Journeys in America.
APPLETON: Picturesque America.
APPLETON: Our Native Land.
TWAIN AND OTHERS: The Niagara Book.
FOX: Bluegrass and Rhododendron (Kentucky).
KING: The Great South.
POLLARD: The Virginia Tourist.
PORTE CRAYON: Virginia Illustrated (middle of last century).
TWAIN: Life on the Mississippi.
LANIER: Florida; its Scenery.

COUES (editor): Lewis and Clark's Journal of an Expedition across the Rocky Mountains (1804).
IRVING: A Tour on the Prairies (Western scenes, early part of last century).
MELINE: Two Thousand Miles on Horseback.
BROWNE: Crusoe's Island.
NORDHOFF: Northern California.
TAYLOR: Eldorado (California fifty years ago).
CHARLES DUDLEY WARNER: Our Italy (California).
CLARENCE KING: Mountaineering in the Sierra Nevada.
BOWLES: Across the Continent (1865).
STEVENSON: The Amateur Emigrant.
BOURKE: On the Border with Crook.

Lummis: A Tramp across the Continent.
Bird: A Lady's Life in the Rocky Mountains.
Stoddard: Beyond the Rockies.
Mrs. Custer: Boots and Saddles.
Mrs. Custer: Following the Guidon.
Mrs. Custer: Tenting on the Plains.
Browne: The Apache Country.
Muir: Our National Parks.
Lumholtz: Unknown Mexico.
Lummis: The Land of Poco Tiempo.
Lummis: Some Strange Corners of our Country.

Christian Reid: The Land of the Sun: Vistas Mexicanas.
Wilson: Mexico; its Peasants and its Priests.
Baxter: The Cruise of a Land Yacht.

Stephens: Travels in Yucatan.
Stephens: Travels in Central America.
Squier: The States of Central America.
Walker: Ocean to Ocean (narrative of a surveying trip across Nicaragua).

Stoddard: Cruising among the Caribbees.
Hurlbert: Gan Eden; or, Pictures of Cuba.
Dana: To Cuba and Back.
Ballou: Due South—Cuba, Past and Present.
Porter: Industrial Cuba.
Hill: Cuba and Porto Rico.
Robinson: The Porto Rico of To-day.

SOUTH AMERICA

Curtis: The Spanish Capitals of America.
Oswald: Days and Nights in the Tropics.

GEOGRAPHY AND TRAVELS

Whymper: Travels among the Great Andes of the Equator.
Orton: The Andes and the Amazon.
Fitzgerald: The Highest Andes.
Agassiz: Journey in Brazil.
Ewbank: Life in Brazil.

Marcoy: Travels across South America.
Hassaurek: Four Years among Spanish Americans.
Squier: Peru.
Dixie: Across Patagonia.

EUROPE

Emerson: English Traits (1847).
Escott: England; her People, Policy, and Pursuits.
Miller: First Impressions of England and its People (1850).
William Winter: Shakespeare's England.
William Winter: Old Shrines and Ivy.
Dodd: Cathedral Days. A Tour in Southern England.
Besant: London (historical and descriptive).
Besant: London's Great East Side.
Hoppin: Old England; Its Scenery, Art, and People.
Van Rensselaer: English Cathedrals.
Hare: Walks in London.
Taylor: The British Isles through an Opera Glass.
Johnson: The Isle of the Shamrock (Ireland).

Lynch: French Life in Town and Country.
Taylor: Views Afoot (middle of last century).
Macquoid: Through Normandy.
Mrs. Dodd: In and Out of Three Normandy Inns.
Hamerton: Round My House (scenes in France).

Bulwer: France, Literary, Social, and Political.
Pennell: Play in Provence.

Taine: A Tour through the Pyrenees.
De Amicis: Spain and the Spaniards.
Stoddard: Spanish Cities.
Hare: Wanderings in Spain.
Hay: Castilian Days.
Irving: The Alhambra.
Irving: Tales of a Traveller.
Henry Field: Old Spain and New.
Meakin: The Land of the Moors.
Latouche: Travels in Portugal.

Eustis: Classical Tour through Italy.
Dickens: Pictures from Italy.
Hare: Cities of Northern and Central Italy.
Hare: Days near Rome.
Hare: Walks in Rome.
Allen: Florence.
V. W. Johnson: Genoa the Superb.
Howells: Italian Journeys.
Howells: Venetian Life.
Taine: Italy (Florence and Venice).
Taine: Italy (Rome and Naples).

Mahaffy: Rambles and Studies in Greece.
Townsend: A Cruise in the Bosphorus.
De Amicis: Constantinople.
Gautier: Constantinople.
Baker: Turkey.
Sergeant: New Greece.
Horton: Modern Athens.

GEOGRAPHY AND TRAVELS

Dixon: The Switzers.
Waring: Tyrol and the Skirt of the Alps.
Whymper: Scrambles amongst the Alps.
Raden: Switzerland, its Mountains and Valleys.

Hugo: A Tour on the Rhine.
Stieler: The Rhine from its Source to the Sea.
Dawson: German Life in Town and Country.
Baker: Seen in Germany.
Hugo: Home Life in Germany.
Baring-Gould: Germany, Past and Present.

De Amicis: Holland.
Havard: Picturesque Holland.
Dawson: Dutch Life in Town and Country.

Taylor: Northern Europe.
Du Chaillu: The Land of the Midnight Sun.
Andersen: Pictures of Travel in Sweden.
MacGregor: Rob Roy on the Baltic.
Vincent: Norsk, Lapp, and Finn.
Tromholt: Under the Rays of the Aurora Borealis.

Bazan: Russia, its People and its Literature.
Hare: Studies in Russia.
Tikhomirov: Russia, Political and Social.
Gautier: A Winter in Russia.
Wallace: Russia.
Dixon: Free Russia.

ASIA

Keane: Asia (general description).

Kennan: Siberia and the Exile System.
Kennan: Tent Life in Siberia.

Lansdell: Russian Central Asia.
Cobbold: Innermost Asia (1900).
McGahan: Campaigning on the Oxus.
Burnaby: A Ride to Khiva.
Schuyler: Turkistan.
Wills: Persia as It Is.
Curzon: Persia.
Vámbéry: Travels in Central Asia.
O'Donovan: The Merv Oasis.

Curtis: The Howadji in Syria (1852).
Kinglake: Eöthen; or Traces of Travel brought Home from the East (1844).
Wilson: In Scripture Lands.
Hilprecht: Bible Lands (1897).
Warner: In the Levant.
Thomson: The Land and the Book.
Burton: The Land of Midian.
Prime: Tent Life in the Holy Land.

Zwemer: Arabia; the Cradle of Islam.
Blunt: The Bedouin Tribes.
Burton: Personal Narrative of a Pilgrimage to El-Medinah and Meccah (1852).

Butler: The Land of the Vedas.
Ballou: The Pearl of India.
Lord Roberts: Forty-one Years in India.
Hunter: Annals of Rural Bengal.
Hunter: Orissa (life in India).
Hornaday: Two Years in the Jungle.
Baker: Rifle and Hound in Ceylon.
Vincent: The Land of the White Elephant.

GEOGRAPHY AND TRAVELS

Leonowens: An English Governess at the Siamese Court.

Landor: In the Forbidden Land (Thibet).

Huc: Travels in Tartary, Thibet, and China during the years 1844–46.

Bonvalot: Across Thibet.

Gordon: The Roof of the World.

Martin: The Lore of Cathay (art, literature, and religion of China).

Martin: A Cycle of Cathay (life in China).

Williams: The Middle Kingdom.

Gordon-Cumming: Wanderings in China.

Smith: Village Life in China.

Edwin Arnold: Japonica.

Eden: China, Japan, and India.

Greey: The Golden Lotus (legends of Japan).

Griffis: The Mikado's Empire.

Griffis: Japan in History, Folk-lore, and Art.

Bird: Unbeaten Tracks in Japan.

Hearn: Gleanings in Buddha Fields (Japan).

Hearn: Kokoro; Hints and Echoes of Japanese Inner Life.

Griffis: Corea, the Hermit Nation.

Savage-Landor: Corea; or, Cho-sen, the Land of the Morning Calm.

Isabella L. Bishop: Korea and her Neighbors.

AFRICA

Keane: Africa (general description and history).

Lane: Modern Egyptians.

Manning: The Land of the Pharaohs.

BAKER: The Albert N'Yanza.
SPEKE: Journal of the Discovery of the Source of the Nile.
EDWARDS: A Thousand Miles up the Nile.
EDWARDS: Pharaohs, Fellahs, and Explorers.
WELBY: 'Twixt Sirdar and Menelik (through Abyssinia).

RAE: The Country of the Moors.
DE AMICIS: Morocco; its People and Places.

SCHWEINFURTH: The Heart of Africa.
LIVINGSTONE: Last Journals.
STANLEY: How I Found Livingstone.
STANLEY: Through the Dark Continent.
STANLEY: In Darkest Africa.
STANLEY: Congo and the Founding of its Free State.
DRUMMOND: Tropical Africa.
DU CHAILLU: Equatorial Africa (1855–1859).
CAMERON: Across Africa.

LIVINGSTONE: South Africa.
CUMMING: Hunter's Life in South Africa.
BURTON: Zanzibar.
BENT: The Ruined Cities of Mashonaland.
MACLEOD: Madagascar and its People.

AUSTRALIA AND THE PACIFIC

WALLACE: Australasia.
GRANT: Bush Life in Australia.
TROLLOPE: Australia and New Zealand.
WARBURTON: Across Australia.
ROBINSON: The Philippines. A Record of Personal Observations and Experiences.

GEOGRAPHY AND TRAVELS

WORCESTER: The Philippine Islands and their People.
GIRONIÈRRE: Twenty Years in the Philippine Islands.
NORDHOFF: Stories of the Island World.
CHEEVER: The Island World of the Pacific.
LAMONT: Wild Life among the Pacific Islanders.
MRS. BIRD BISHOP: The Hawaiian Archipelago.
DANA: Corals and Coral Islands.
GORDON-CUMMING: At Home in Fiji.
WALLACE: Island Life.
STODDARD: South Sea Idylls.
MELVILLE: Typee.
MELVILLE: Omoo (stories of personal adventure in the islands of the Pacific).

FOR YOUNG PEOPLE

CARPENTER: Travels in North America.
CARPENTER: Travels in South America.
CARPENTER: Travels in Asia.
CARPENTER: Travels in Europe.
(Excellent for school reading.)
COFFIN: Our New Way round the World.
DANA: Two Years before the Mast.
NORDHOFF: Man-of-War Life.
HALE: Stories of the Sea told by Sailors.
MRS. BOLTON: Famous Voyagers.
KNOX: The Boy Travellers (16 vols.).
BUTTERWORTH: The Zigzag Journeys (10 vols.).
VERNE: Famous Travels and Travellers.
VERNE: The Great Navigators.
VERNE: The Explorers of the Nineteenth Century.
JENKS: Boys' Book of Explorations.
KNOX: The Young Nimrods in North America.

Noah Brooks: First Across the Continent (story of Lewis and Clark).
Hale: Stories of Discovery told by Discoverers.
Scudder: The Bodleys Afoot.
Drake: Around the Hub (Boston).
Mayne Reid: The Land of Fire (Terra del Fuego).
Champney: Three Vassar Girls Abroad (travels in Europe).
Hale: A Family Flight through France, Germany, and Switzerland.
Boyesen: Boyhood in Norway.
Mrs. Dodge: The Land of Pluck (Holland).
Mrs. Dodge: Hans Brinker, or the Silver Skates (a story of Holland).
Kingston: In Eastern Seas.
Miller: Little People of Asia.
Miller: Child Life in Japan.
Butterworth: Traveller Tales of South Africa.
Butterworth: Traveller Tales of China.
Du Chaillu: Wild Life under the Equator.
Stanley: My Kalulu (a story of Africa).
Hale: A Family Flight over Egypt and Syria.
Griffis: In the Mikado's Service (a story of Japan).
Kipling: The Jungle Books (stories chiefly of India).

PHILOSOPHY AND RELIGION

A LITTLE philosophy inclineth a man's mind to atheism, but depth in philosophy bringeth men's minds about to religion.

LORD BACON

CHAPTER X

PHILOSOPHY AND RELIGION

"THE books which help you most are those which make you think the most," says Theodore Parker. "The hardest way of learning is by easy reading; every man that tries it finds it so."

And apropos of this, I present the following list of books recommended by Dr. John Brown as suitable for the reading of young medical students. Yet not only medical students, but students of other special subjects, and teachers as well, will find it profitable to dig into and through, to "energize upon" and master, such books as these:—

Arnauld's Port Royal Logic; translated by T. S. Baynes.

Thomson's Outlines of the Necessary Laws of Thought.

Descartes's On the Method of Rightly Conducting the Reason and Seeking Truth in the Sciences.

Coleridge's Essay on Method.

Whately's Logic and Rhetoric (new and cheap edition).

Mill's Logic (new and cheap edition).
Dugald Stewart's Outlines.
Sir John Herschel's Preliminary Dissertation.
Isaac Taylor's Elements of Thought.
Reid: Dissertations and Lectures (Sir William Hamilton's edition).
Professor Fraser's Rational Philosophy.
Locke's On the Conduct of the Understanding.

"Taking up a book like Arnauld, and reading a chapter of his lively, manly sense," says Rab's friend, "is like throwing your manuals, and scalpels, and microscopes, and natural (most unnatural) orders out of your hand and head, and taking a game with the Grange Club, or a run to the top of Arthur Seat. Exertion quickens your pulse, expands your lungs, makes your blood warmer and redder, fills your mouth with the pure waters of relish, strengthens and supples your legs; and though on your way to the top you may encounter rocks, and baffling débris, and gusts of fierce winds rushing out upon you from behind corners, just as you will find, in Arnauld and all truly serious and honest books of the kind, difficulties and puzzles, winds of doctrine, and

deceitful mists, still you are rewarded at the top by the wide view. You see, as from a tower, the end of all. You look into the perfections and relations of things; you see the clouds, the bright lights, and the everlasting hills on the horizon. You come down the hill a happier, a better, and a hungrier man, and of a better mind. But, as we said, you must eat the book,—you must crush it, and cut it with your teeth, and swallow it; just as you must walk up, and not be carried up, the hill, much less imagine you are there, or look upon a picture of what you would see were you up, however accurately or artistically done; no,—you yourself must *do* both."

The same may be said of all books that are the most truly helpful to us, and mind-lifting. It is the hard reading that profits most, provided, always, that due care be taken to digest that which is read. Yet I would not recommend the same strong diet or the same severe exercise to every person, or even to any considerable proportion of readers. One man may

be a palm, as says Dr. Collyer, and another a pine; that which is wisdom to the one may be incomprehensible folly to the other. But those whose mental constitutions are sufficiently vigorous to digest and assimilate the food which the philosophers offer, may find comfort and health, not only in the works above recommended, but in the following:—

Plato's Works: Jowett's translation.
G. H. Lewes: A Chapter from Aristotle.
Lord Bacon: Novum Organum.
Butler: Analogy of Religion, Natural and Revealed.
Hume: A Treatise on Human Nature.
Hamilton: Discussions on Philosophy and Literature.
Mill: Examination of Hamilton's Philosophy.
Mill: Dissertations and Discussions.
Lewes: Problems of Life and Mind.
Cousin: Lectures on the True, the Beautiful, and the Good.
Martineau: The Positive Philosophy of Auguste Comte.
Mill: Comte and Positivism.
Majiaffy: Kant's Critical Philosophy for English Readers.
Veitch: The Method, Meditations, and Selections from the Principles of Descartes.
Smith: The Popular Works of Johann Gottlieb Fichte.
Fichte: The Science of Knowledge.

MEIKLEJOHN: Kant's Critique of the Pure Reason (published in Bohn's Philosophical Library).
SPENCER: First Principles of Philosophy.
BOWEN: Essays on Speculative Philosophy.
PORTER: Elements of Intellectual Science.
PORTER: The Human Intellect.
McCOSH: Intuitions of the Mind.
McCOSH: System of Logic.
FISKE: Outlines of Cosmic Philosophy.
EVERETT: Science of Thought.
WALLACE: The Logic of Hegel.
HEGEL: The Philosophy of History (translated by J. Sibree, in Bohn's Philosophical Library).
SCHOPENHAUER: Select Essays of Arthur Schopenhauer (translated by Droppers and Dachsel).
SCHOPENHAUER: The World as Will and Idea.
FERRIER: Lectures on Early Greek Philosophy.
LEWES: Biographical History of Philosophy.
MORELL: An Historical and Critical View of the Speculative Philosophy of Europe in the Nineteenth Century.
UEBERWEG: History of Philosophy.
MASSON: Recent British Philosophy.
ROYCE: The Spirit of Modern Philosophy.
ROYCE: Religious Aspect of Philosophy.
LECKY: History of European Morals.
LECKY: History of Rationalism in Europe.
DRAPER: History of the Intellectual Development of Europe.

To the foregoing list the following titles of

works on a somewhat different plane may be added:—

Plutarch: Morals (translated by Goodwin).
Marcus Aurelius Antoninus: Meditations (translated by Long).
Fénelon. Selections from his Works (translated by Hawkesworth).
Burton: Anatomy of Melancholy.
Sydney Smith: Sketches of Moral Philosophy.
Watts: On the Mind.
Taine: On Intelligence.
Lecky: The Map of Life.

Still another supplementary list would include the following:—

Darwin: Origin of Species.
Darwin: Descent of Man.
Tyndall: Fragments of Science.
Huxley: Man's Place in Nature.
Huxley: Evolution and Ethics.
Herbert Spencer: Data of Ethics.
Herbert Spencer: Principles of Biology.
Herbert Spencer: Principles of Psychology.
Herbert Spencer: Principles of Sociology.
J. Mark Baldwin: Dictionary of Philosophy and Psychology (for reference).

A course of reading which shall include any number of the works here mentioned will be no child's play; it will involve the severest ex-

ercise of the thinking powers, but it will enable you "to look into the perfections and relations of things, and to see the clouds, the bright lights, and the everlasting hills on the horizon." The reading of such books is like the training of a gymnast; it will lead to the healthy development of the parts most skilfully exercised, but the strength of him who exercises should never be too severely tested.

Would you prefer a lighter course of reading, but one which will probably lead you into pleasanter paths of contemplation and reflection, and finally open up to your view a prospect equally boundless and grand? Allow me to suggest the following, which is neither philosophical nor religious, in the strictest acceptation of these terms, but which leads us to an acquaintance with that which is best in both.

We shall begin with the Bible, and throughout the course we shall make that book our grand rallying-point. "Read the Bible reverently and attentively," says Sir Matthew Hale; "set your heart upon it, and lay it up in your

memory, and make it the direction of your life: it will make you a wise and good man." From the reverential reading of the Bible, which to most of us is rather an act of religious duty than of intellectual effort, we turn to the great masterpieces of antiquity. In the "Phædo" and the "Apology" and "Crito" of Plato, we find the ripest thoughts of the world's greatest thinker; then we turn to Aristotle's "Ethics," and, afterwards, we compare the doctrines of the Greek philosophers with the "Analects" of Confucius and the "Sayings" of Mencius.[1] If we have supplemented these readings with the proper acquaintance with ancient history, we shall now be ready to understand the great poems of antiquity, and to read them in a light different from that which we have hitherto known. We read the "Iliad," and the "Odyssey," and the Greek tragedians; then the old Indian epics, Arnold's "The Light of Asia," and Swamy's "Dialogues and Discourses of Gotama Buddha." Descending now to later

[1] *Found in Chinese Classics, by J. Legge. 3 vols.*

times,—for we would not make this course a long one,—we turn again to our Bible, and thoroughly acquaint ourselves with "the unsurpassedly simple, loving, perfect idyls of the life and death of Christ," as we find them in the New Testament. After this, we shall obtain more exalted ideas of the brotherhood of the human race and the "hope of the nations," if we spend some time in the study of the majestic expressions of the universal conscience found in such works as the "Vishnu Sarma" of the Hindoos, the "Gulistan" of Saadi, the "Sentences" of Epictetus, and the "Thoughts" of Marcus Aurelius Antoninus. Then, to get at the poetic interpretation of the teachings of Mohammed, we read the "Pearls of Faith; or, Islam's Rosary," and Lane-Poole's "Selections from the Koran." Returning to the study of Christian ethics and poetry, we take up the "Confessions of Saint Augustine," and the "Discourse" of Saint Bernard, and then the "Imitation of Christ," by Thomas à Kempis. We read Milton's "Paradise Lost" again, and Bunyan's

"Pilgrim's Progress"; and we enjoy the wealth of imagery in Jeremy Taylor's "Holy Living and Holy Dying." Holy George Herbert's "Sacred Poems and Private Ejaculations" claim our attention for a time, and then we take up Pascal's "Thoughts," and selections from Fénelon's "Dialogues of the Dead." Finally, we read Wordsworth's "Excursion," and Keble's "Christian Year," and return after all to a further perusal of the Bible and the poems of antiquity.

You may say that this course is rather fragmentary, and so it is; but it differs from the other courses which I have indicated, in that it is undertaken as a heart-work rather than a head-work. Unlike the course just preceding, it has to do with our emotional and devotional natures rather than with our highest powers of thinking and reasoning. With few exceptions only, the books here mentioned are voices out of the past, speaking to us of the human soul's belief and experience in different ages of the world and under different dispensations.

"I suppose," says George Eliot, speaking of the "Imitation of Christ,"—"I suppose that is the reason why the small old-fashioned book, for which you need only pay sixpence at a book-stall, works miracles to this day, turning bitter waters into sweetness; while expensive sermons and treatises, newly issued, leave all things as they were before. It was written down by a hand that waited for the heart's prompting; it is the chronicle of a solitary, hidden anguish, struggle, trust, and triumph,—not written on velvet cushions to teach endurance to those who are treading with bleeding feet on the stones. And so it remains to all time a lasting record of human needs and human consolations; the voice of a brother who, ages ago, felt and suffered and renounced,—in the cloister, perhaps with serge gown and tonsured head, with much chanting and long fasts, and with a fashion of speech different from ours,—but under the same silent far-off heavens, and with the same passionate desires, the same strivings, the same failures, the same weariness."

Writing of works like these, Emerson says: "Their communications are not to be given or taken with the lips and the end of the tongue, but out of the glow of the cheek, and with the throbbing heart. . . . These are the Scriptures which the missionary might well carry over prairie, desert, and ocean, to Siberia, Japan, Timbuctoo. Yet he will find that the spirit which is in them journeys faster than he, and greets him on his arrival,—was there long before him. The missionary must be carried by it, and find it there, or he goes in vain. Is there any geography in these things? We call them Asiatic, we call them primeval; but perhaps that is only optical, for Nature is always equal to herself, and there are as good eyes and ears now in the planet as ever were. Only these ejaculations of the soul are uttered one or a few at a time, at long intervals, and it takes millenniums to make a Bible."

We are brought now naturally to the subject of theological literature. The number of books in this department is very great, and

there are wide differences of opinion with regard to the merits of many of the best-known works. Without attempting any sort of classification, I shall name only a sufficient number of books necessary for the use of such non-professional readers as may desire to acquire a moderate knowledge of the commonly accepted theological doctrines:—

McClintock and Strong's Cyclopædia of Biblical, Theological, and Ecclesiastical Literature (10 vols.).
Smith's Dictionary of the Bible.
Young's Analytical Concordance to the Bible.
Barrow's Sacred Geography and Antiquities.
Dean Stanley's Sinai and Palestine in connection with their History.
Clark's Bible Atlas, with Maps and Plans.
Bissell's Historic Origin of the Bible.
Lange's Commentary on the Holy Scriptures.
Alford's The Greek Testament; and The New Testament for English Readers.
Oehler's Theology of the Old Testament.
Weiss's Biblical Theology of the New Testament.
Geikie's Hours with the Bible.
Lenormant's The Beginnings of History, according to the Bible and the Traditions of Oriental Peoples.
Dean Stanley's Lectures on the History of the Jewish Church.
Geikie's Life and Works of Christ.

Farrar's Life of Christ.
Farrar's Life and Work of St. Paul.
Conybeare and Howson's Life and Epistles of St. Paul.
Schaff's History of the Christian Church.
Dean Milman's History of Latin Christianity (8 vols.).
Dean Stanley's Lectures on the History of the Eastern Church.
Fisher's History of the Christian Church.
James Freeman Clarke's Ten Great Religions.
Moffatt's Comparative History of Religions.
Trench's Lectures on Mediæval Church History.
Ullman's Reformers before the Reformation.
Fisher's History of the Reformation.
Ranke's History of the Popes during the Sixteenth and Seventeenth Centuries.
Griesinger's History of the Jesuits.
Baird's Rise and Progress of the Huguenots in France.
Stevens's History of Methodism.
Tyerman's Life and Times of John Wesley.
Hagenbach's History of Christian Doctrines (translated by C. W. Buch).
Fisher's Faith and Rationalism.
McCosh's Christianity and Positivism.
Farrar's Critical History of Free Thought in reference to the Christian Religion.
Royce's Religious Aspect of Philosophy.
Calderwood's Relations of Science and Religion.
Max Müller's Science of Religion.
Drummond's Natural Law in the Spiritual World.
Trench's Shipwrecks of Faith.
Walker's Philosophy of the Plan of Salvation.
Smyth's Old Faiths in New Light.

Brooks's Yale Lectures on Preaching.
Dorner's System of Christian Doctrine.
Goulburn's Thoughts on Personal Religion.
Starbuck's Psychology of Religion.
Savage's Life beyond Death.

Richard Baxter, speaking of this class of books, says: "Such books have the advantage in many other respects: you may read an able preacher when you have but a mean one to hear. Every congregation cannot hear the most judicious or powerful preachers; but every single person may read the books of the most powerful and judicious. Preachers may be silenced or banished, when books may be at hand; books may be kept at a smaller charge than preachers: we may choose books which treat of that very subject which we desire to hear of. Books we may have at hand every day and hour, when we can have sermons but seldom, and at set times. If sermons be forgotten, they are gone. But a book we may read over and over until we remember it; and if we forget it, may again peruse it at our pleasure or at our leisure."

POLITICAL ECONOMY AND THE SCIENCE OF GOVERNMENT

This is that noble Science of Politics, which is equally removed from the barren theories of the utilitarian sophists, and from the petty craft, so often mistaken for statesmanship by minds grown narrow in habits of intrigue, jobbing, and official etiquette, — which of all sciences is the most important to the welfare of nations, — which of all sciences most tends to expand and invigorate the mind, — which draws nutriment and ornament from every part of philosophy and literature, and dispenses in return nutriment and ornament to all.

Macaulay

CHAPTER XI

POLITICAL ECONOMY AND THE SCIENCE OF GOVERNMENT

TO the student of Political Economy and the Science of Government I offer the following lists of books, embracing the best works on the various subjects connected with this study. The classification has been made solely with reference to the subject-matter, without any attempt to indicate the order in which the books are to be studied,—as this would be impossible.

CONSTITUTIONAL HISTORY AND POLITICS

Freeman: Growth of the English Constitution.

Creasy: Rise and Progress of the English Constitution.

Stubbs: Constitutional History of England.

Hallam: Constitutional History of England (1485–1759).

Curtis: History of the Constitution of the United States.

Von Holst: Constitutional History of the United States.

THORPE: The Government of the People of the United States.
DE TOCQUEVILLE: Democracy in the United States.
LECKY: Democracy and Liberty.
BRYCE: The American Commonwealth.
ANDREWS: Manual of the United States Constitution (new edition).
WOODROW WILSON: The State. Elements of Historical and Practical Politics.
STORY: Familiar Exposition of the United States Constitution.
BANCROFT: History of the United States (vol. xi).
MACY: Our Government; How it grew, what it does, and how it does it.
LILLY: First Principles in Politics.
GIDDINGS: Democracy and Empire.
JORDAN: Imperial Democracy.

GENERAL WORKS ON POLITICAL ECONOMY

PERRY: An Introduction to Political Economy.
PALGRAVE: Dictionary of Political Economy.
NEWCOMB: Principles of Political Economy.
HENRY GEORGE: Science of Political Economy.
JOHN STUART MILL: Principles of Political Economy (People's edition).
CAIRNES: Some Leading Principles of Political Economy Newly Expounded.
WALKER: The Elements of Political Economy.
PERRY: Elements of Political Economy.
BASTIAT: Essays on Political Economy.

POLITICAL ECONOMY

Bowen: American Political Economy.

Mason and Lalor: Primer of Political Economy.

ON WEALTH AND CURRENCY

Adam Smith: An Inquiry into the Nature and Causes of Wealth.

> Probably the most important book that has ever been written, and certainly the most valuable contribution ever made by a single man towards establishing the principles on which government should be based. — H. T. BUCKLE.

Carnegie: The Gospel of Wealth.

Lloyd: Wealth against Commonwealth.

Jenks: The Trust Problem.

Ely: Monopolies and Trusts.

Jevons: Money and the Mechanism of Exchange.

A. Walker: The Science of Wealth.

F. A. Walker: Money.

Bagehot: Lombard Street; a Description of the Money Market.

Bonamy Price: Principles of Currency.

Bonamy Price: Currency and Banking.

Chevalier: Essay on the Probable Fall in the Value of Gold (translated by Cobden).

Ricardo: Proposals for an Economical Currency.

Poor: Money; its Laws and History.

McCulloch: On Metallic and Paper Money, and Banks.

Newcomb: The A B C of Finance.

Wells: Robinson Crusoe's Money.

Harvey: Paper Money, the Money of Civilization.

Sumner: History of American Currency.
Maclaren: History of the Currency.
Clews: The Wall Street Problem.
Linderman: Money and Legal Tender of the United States.
Bolles: Financial History of the United States, from 1789 to 1860.

ON BANKING

MacLeod: The Elements of Banking.
MacLeod: Theory and Practice of Banking.
Bonamy Price: Curreney and Banking.
Gibbons: The Banks of New York.
Atkinson: What is a Bank?
Gilbart: Principles and Practice of Banking.
Bagehot: Lombard Street.
Morse: Treatise on the Laws relating to Banks and Banking.

ON POPULATION

Malthus: The Principles of Population.

Mr. Malthus's doctrines are opposed in the following works:—

Godwin: On Population (1820).
Sadler: The Law of Population (1830).
Alison: The Principles of Population, and their Connection with Human Happiness (1840).
Doubleday: The True Law of Population shown to be connected with the Food of the People (1854).
Herbert Spencer: The Principles of Biology (vol. ii).
Rickards: Population and Capital (1854).
Greg: Enigmas of Life (1872).

POLITICAL ECONOMY

The Malthusian doctrine is supported wholly or in part by—

Macaulay, in his Essay on Sadler's Law of Population;

Rev. Thomas Chalmers, in Political Economy in connection with the Moral State and Moral Prospects of Society;

David Ricardo, in Principles of Political Economy; and some other writers. See, also, Roscher's Political Economy.

ON SOCIALISM AND COÖPERATION

Nordhoff: Communistic Societies of the United States.

Noyes: History of American Socialism.

Ely: French and German Socialism in Modern Times.

Holyoake: History of Coöperation.

Woolsey: Socialism.

Barnard: Coöperation as a Business.

Ely: French and German Socialism.

Sumner: What the Social Classes owe to each other.

The student of socialism will doubtless be interested in reading some of the philosophical fictions and other works, written in various ages, describing fanciful or ideal communities and conditions. The following are the best:—

Plato's Republic.

Sir Thomas More's Utopia.

THE BOOK LOVER

Bacon's New Atlantis.
Hall's Mundus Alter et Idem.
Harrington's Oceana.
Defoe's Essay on Projects.
Disraeli's Coningsby, or the New Generation.
Bulwer's The Coming Race.
Bellamy's Looking Backward.

ON LABOR AND WAGES

Henry George: Progress and Poverty.
Mallock: Property and Progress.
Walker: Wages and the Wages Class.
Riis: A Ten Years' War.
Brassey: Work and Wages.
Jevons: The State in Relation to Labor.
Jervis: Labor and Capital.
Thornton: On Labor; its Wrongful Claims and Rightful Dues.
Wright: A Practical Treatise on Labor.
Young: Labor in Europe and America.
Bolles: Conflict of Labor and Capital.
About: Hand-Book of Social Economy.

ON TAXATION

Wells: The Principles of Taxation.
R. T. Ely: Taxation in American Cities.
Edward Atkinson: Taxation and Work.
D. A. Wells and Others: Who pays your Taxes?
Encyclopædia Britannica: The Article on Taxation.

ON PAUPERISM

Fawcett: Pauperism; its Causes and Remedies.
Sir George Nicholl: Histories of the English, Scotch, and Irish Poor Laws.
Lecky: History of European Morals (vol. ii).

ON THE TARIFF QUESTION

The following works favor. more or less strongly, the doctrine of Free Trade:—

Adam Smith: On the Wealth of Nations.
Walter: What is Free Trade?
Sumner: Lectures on the History of Protection in the United States.
Mongredien: History of the Free-Trade Movement.
Taylor: Is Protection a Benefit?
Bastiat: Sophisms of Protection.
Fawcett: Free Trade and Protection.
Butts: Protection and Free Trade.
Henry George: Protection or Free Trade.
(See also the article on Free Trade by Thorold Rogers, in the Encyclopædia Britannica.)

The following are the most important works favoring Protection:—

Horace Greeley: The Science of Political Economy.
E. Peshine Smith: A Manual of Political Economy.
R. E. Thompson: Social Science and National Economy.
H. C. Carey: Principles of Social Science.
Byles: Sophisms of Free Trade.

WORKS OF REFERENCE

R. T. Ely: Library of Economics and Politics.

McCulloch: Literature of Political Economy.

MacLeod: A Dictionary of Political Economy, Biographical, Historical, and Practical.

Lalor: Cyclopædia of Political Science and Political Economy (4 vols.).

McCulloch: Dictionary of Commerce.

Rogers: History of Agriculture and Prices in England.

Lecky: Democracy and Liberty (1896).

ON THE PRACTICAL STUDY OF ENGLISH LITERATURE

The ocean of literature is without limit. How then shall we be able to perform a voyage, even to a moderate distance, if we waste our time in dalliance on the shore? Our only hope is in exertion. Let our only reward be that of industry.

Ringelbergius

CHAPTER XII

ON THE PRACTICAL STUDY OF ENGLISH LITERATURE

THE student of English literature has indeed embarked upon a limitless ocean. A lifetime of study will serve only to make him acquainted with parts of that great expanse which lies open before him. He should pursue his explorations earnestly, and with the inquiring spirit of a true discoverer. His thirst for knowledge should be unquenchable; he should long always for that mind-food which brings the right kind of mind-growth. He should not rest satisfied with merely superficial attainments, but should strive for that thoroughness of knowledge without which there can be neither excellence nor enjoyment.

English literature is not to be learned from manuals. They are only helps,—charts, buoys, lighthouses, if you will call them so; or they serve to you the purposes of guide-books. What

do you think of the would-be tourist who stays at home and studies his Baedeker with the foolish thought that he is actually seeing the countries which the book describes? And yet I have known students, and not a few teachers, do a thing equally as foolish. With a Morley, or a Shaw, or even a Brooke in their hands, and a few names and dates at their tongues' ends, they imagine themselves viewing the great ocean of literature, ploughing its surface and exploring its depths, when in reality they are only wasting their time "in dalliance on the shore."

English literature does not consist in a mere array of names and dates and short biographical sketches of men who have written books. Biography is biography; literature "is a record of the best thoughts." Nevertheless the former is often studied in place of the latter. "For once that we take down our Milton, and read a book of that 'voice,' as Wordsworth says, 'whose sound is like the sea,' we take up fifty times a magazine with something about Milton, or about Milton's grandmother, or a book

stuffed with curious facts about the houses in which he lived, and the juvenile ailments of his first wife."[1] Instead of becoming acquainted at first hand with books in which are stored the energies of the past, we content ourselves with knowing only something about the men who wrote them. Instead of admiring with our own eyes the architectural beauties of St. Paul's Cathedral, we read a biography of Sir Christopher Wren.

Again, it must be borne in mind that literature is one thing, and the history of literature is another. The study of the latter, however important, cannot be substituted for that of the former; yet it is not desirable to separate the two. To acquire any serviceable knowledge of a book, you will be greatly aided by knowing under what peculiar conditions it was conceived and produced,—the history of the country, the manners of the people, the status of morals and politics at the time it was writ-

[1] *Frederic Harrison: Fortnightly Review (April, 1879),* —"*On the Choice of Books.*"

ten. Between history and literature there is a mutual relationship which should not be overlooked. "A book is the offspring of the aggregate intellect of humanity," and it gives back to humanity, in the shape of new ideas and new combinations of old ideas, not only all that which it has derived from it, but more,—increased intellectual vitality, and springs of action hitherto unknown.

In the study of literature, one should begin with an author and with a subject not too difficult to understand. A beginner will be likely to find but little comfort in Chaucer or Spenser, or even in Emerson; but after he has worked up to them he may study them with unbounded delight. For a ready understanding and correct appreciation of the masterpieces of English literature, a knowledge of Greek and Roman mythology and history is almost indispensable. The student will find the courses of historical reading suggested in a former chapter of this book of much value in supplementing his literary studies.

STUDY OF ENGLISH LITERATURE

The great works of the world's master minds should be studied with some reference to the similarity of their subject-matter. For example, the reading of Shakespeare will give occasion to the study of dramatic literature in all its forms; the reading of Milton's "Paradise Lost" will introduce us to the great epics, and to heroic poetry in general; Sir Walter Scott's "Lay of the Last Minstrel" will lead naturally to the romance literature of modern and mediæval times; Chaucer's "Canterbury Tales" fitly illustrates the story-telling phase of poetry; the study of lyric poetry may centre around the old ballads, the sonnets, the love songs, and the religious hymns of our language; Bunyan's "Pilgrim's Progress" introduces us to allegory, and Milton's "Lycidas" to elegiac and pastoral poetry; and to know the best specimens of argumentative prose, we begin with the speeches of Daniel Webster and end with the orations of Demosthenes.

The books named in the following list constitute a fairly good working library for the

practical study of English literature. Although by no means exhaustive, it is offered as a help to any one who may be at a loss in selecting the best works in any given department. Occasional suggestions are also inserted with a view towards aiding literary students who have not the guidance of a teacher.

A WORKING LIBRARY OF ENGLISH LITERATURE

BOOKS OF REFERENCE

ALLIBONE: A Critical Dictionary of English Literature and British and American Authors. Supplement by John Foster Kirk (a comprehensive and standard work—5 large volumes).

O. F. ADAMS: A Dictionary of American Authors.

W. D. ADAMS: Dictionary of English Literature (somewhat out of date and not always trustworthy, and yet convenient and valuable).

BREWER: The Reader's Handbook of Facts, Characters, Plots, and References (full of valuable and curious information).

PEET: Who's the Author? A guide to American literature (a valuable little manual answering many questions regarding the authorship of books, poems, essays, etc.).

MATSON: References for Literary Workers.

BARTLETT: Familiar Quotations: Being an attempt to trace to their sources passages and phrases in common use.

GENERAL WORKS ON ENGLISH AND AMERICAN LITERATURE

TAINE: History of English Literature (a philosophical work to be studied by advanced students).

JOHNSON: Outline History of English and American Literature.

BROOKE: Primer of English Literature.

KIRKLAND: A Short History of English Literature, for Young People.

RICHARDSON: Familiar Talks on English Literature.

MORLEY: First Sketch of English Literature.

MORLEY: English Writers (a voluminous and very comprehensive work).

MITCHELL: English Lands, Letters, and Kings (4 vols. A series of delightful sketches of books and writers from the early Anglo-Saxons to Victoria).

MITCHELL: American Lands and Letters (2 vols. Sketches and reminiscences of American writers).

TYLER: History of American Literature (1608–1765).

TYLER: The Literary History of the American Revolution (1763–1783).

BRANDER MATTHEWS: Introduction to American Literature.

FISHER: A General Survey of American Literature.

DRAMATIC LITERATURE

SHAKESPEARE'S Works. There are excellent school editions with ample notes by H. N. Hudson, W. J. Rolfe,

and others. The "Globe" Shakespeare is a cheap one-volume edition of the complete works which is recommended to such as are unable to procure a more expensive edition.

Ben Jonson's Dramatic Works. (Read selections from Every Man in his Humour.)

Marlowe's Works. (Read selections from Dr. Faustus.)

Goldsmith's She Stoops to Conquer.

Sheridan's School for Scandal.

Bulwer's Richelieu.

Tennyson's Queen Mary.

Shelley's Prometheus Unbound.

Swinburne's Atalanta in Calydon.

Robert Browning's Dramas.

Stephen Phillips's Herod.

Criticism and Comment

Mary Cowden Clarke: Shakespeare Concordance (for reference).

Hazlitt: Characters of Shakespeare's Plays.

Coleridge: Literary Remains.

Leigh Hunt: Imagination and Fancy.

Dowden: Shakspere Primer.

Dowden: The Mind and Art of Shakspere.

Abbott: Shakespearian Grammar.

White: Studies in Shakespeare.

Moulton: Shakespeare as a Dramatic Artist.

Hamilton Mabie: William Shakespeare, Poet, Dramatist, and Man.

William Winter: Shakespeare's England.

Lowell: The Old English Dramatists.

Whipple: Literature of the Age of Elizabeth.
Charles Lamb: Notes on the Elizabethan Dramatists.
Ward: English Dramatic Literature.
Hazlitt: English Comic Writers.
Johnson: Lives of the Poets — Dryden.
Thackeray: English Humorists of the Eighteenth Century.

Advanced Supplementary Study

Æschylus. Translation by Potter.
Euripides. Translation by Cartwright.
Sophocles. Translation by Plumptre.
Aristophanes: The Clouds (translation by Mitchell).

Mrs. Browning: Prometheus Bound.
Robert Browning: Balaustion's Adventure.
Church: Stories from the Greek Tragedians.
Church: Stories from the Greek Comedians.

Schlegel: History of Dramatic Literature.
Ward: History of the Drama.

Macready: Reminiscences.
Lewes: Actors and the Art of Acting.
Hutton: Plays and Players.

EPIC POETRY

Milton: Paradise Lost.

Criticism and Comment

Himes: A Study of Paradise Lost.
Masson: Milton's Poetical Works. Introduction.
Masson: Life and Times of John Milton.
Stopford Brooke: Milton.
Mark Pattison: Milton.

Samuel Johnson's Lives of the Poets. Milton.
Macaulay's Essays. Milton.
Hazlitt's English Poets. Essay on Shakespeare and Milton.

Advanced Supplementary Study

Homer's Iliad (prose translation by Lang, Leaf, and Myers. Poetical translation by Chapman, Pope, Derby, or Bryant).
Homer's Odyssey (prose translation by Butcher and Lang).
Dante's Divina Commedia (translation by Longfellow).
Virgil's Æneid (translation by Conington or by William Morris).

Lowell's Among my Books.
Symonds's Introduction to the Study of Dante.
Botta's Dante as a Philosopher, Patriot, and Poet.
Carlyle's Heroes and Hero-Worship.
Southey's Poems: Joan of Arc (an attempted epic).
Landor's Works: Gebir (an attempted epic).
Pope's Poems: The Rape of the Lock (mock heroic).

NARRATIVE AND ROMANTIC POETRY

Scott: The Lay of the Last Minstrel.
Scott: The Lady of the Lake.
Scott: Marmion.
Tennyson: Idylls of the King.
Byron: Poems (for his Giaour, Corsair, Bride of Abydos, etc.).
Moore: Lalla Rookh.
Morris: Sigurd the Volsung.

CHAUCER: The Canterbury Tales.
SCOTT: Poems (for Rokeby, Harold the Dauntless, and shorter narrative poems).
WORDSWORTH: Poems (for many narrative pieces).
COLERIDGE: Poems (for The Ancient Mariner).
KEATS: Poems (for The Eve of St. Agnes).
CAMPBELL: Poems (for Gertrude of Wyoming).
MRS. BROWNING: Poems (for Lady Geraldine's Courtship, Aurora Leigh, and other narrative poems).
TENNYSON: Poems (for The Princess, Maud, Enoch Arden, etc.).
MORRIS: The Earthly Paradise.
LONGFELLOW: Poems (for Evangeline, Hiawatha, Tales of a Wayside Inn, Miles Standish, etc.).
WHITTIER: Poems (for Snow-Bound, Maud Muller, and many others).

Criticism and Comment

CARLYLE'S Essays (for that on Sir Walter Scott).
MACAULAY'S Essays (for that on Southey's Life of Byron).
HUTTON: Sir Walter Scott (in English Men of Letters series).
CHARLES COWDEN CLARKE: The Riches of Chaucer.
LOUNSBURY: Studies in Chaucer.
STORR AND TURNER: Canterbury Chimes.
HAZLITT: The English Poets.
SWINBURNE: Studies and Essays.
SHAIRP: Studies in Poetry.
LORD HOUGHTON: Life of John Keats.
CARLYLE: Reminiscences.
STEDMAN: Victorian Poets.

KINGSLEY: Miscellanies.

WARD'S English Poets (4 vols. Classical and popular extracts, with lives of the poets and critical essays upon their works).

ALLEGORY

BUNYAN: The Pilgrim's Progress.

LANGLAND: The Vision of William concerning Piers Ploughman.

CHAUCER: Poems (for the Romaunt of the Rose).

SPENSER: The Faerie Queene.

THOMSON: Poems (for The Castle of Indolence).

LOWELL: The Vision of Sir Launfal.

BURNS: Poems (for the Twa Dags, and The Brigs of Ayr).

LEIGH HUNT: Poems (for Abou Ben Adhem).

GAY'S Fables.

ÆSOP'S Fables (version by Joseph Jacobs).

Criticism and Comment

FROUDE: John Bunyan (in English Men of Letters).

MORLEY: English Writers.

MARSH: Lectures, on the Origin and History of the English Language.

SKEATS: Specimens of English Literature.

TAINE: History of English Literature.

DIDACTIC POETRY

DRYDEN: Poems (for Religio Laici, and The Hind and the Panther).

POPE: Poems (for Essay on Criticism, and Essay on Man).

YOUNG: Night Thoughts.
CAMPBELL: The Pleasures of Hope.
WORDSWORTH: Poems (for The Excursion).
JOHNSON: Works (for the Vanity of Human Wishes).

Criticism and Comment

JOHNSON: Lives of the Poets.
MACAULAY: Essays (for that on Johnson).
CARLYLE: Essays (for that on Boswell).
STEPHENS: Johnson (in English Men of Letters).
HAZLITT: The Spirit of the Age.

LYRIC POETRY

PERCY: Reliques of Ancient English Poetry.
AYTOUN: Scottish Ballads.
SCOTT: Minstrelsy of the Scottish Border.

MOORE: Sacred Songs and Hebrew Melodies.
MILMAN: Hymns for Church Service.
BULLEN: Lyrics from the Song Books of the Elizabethan Age.
BULLEN: Lyrics from the Dramatists of the Elizabethan Age.
CAINE: Love Songs of the English Poets.

WARD: The English Poets (4 vols.).
LINTON AND STODDARD: English Verse (5 vols.).
STEDMAN: A Victorian Anthology.
STEDMAN: An American Anthology, 1780–1895.
BRYANT: Library of Poetry and Song.

MILTON: Lycidas (several good school editions).
TENNYSON: In Memoriam (edition with analysis by F. W. Robertson).

Shelley: Adonais (edited by W. H. Rossetti).
Baldwin: The Book of Elegies.

Criticism and Comment

Taine: History of English Literature.
Leigh Hunt: The Book of the Sonnet.
Dennis: English Sonnets.
Massey: Shakespeare's Sonnets.
Tomlinson: The Sonnet: its Origin, Structure, and Place in Poetry.

DESCRIPTIVE POETRY

James Thomson: The Seasons.
William Cowper: The Task.
Oliver Goldsmith: Poems.
John G. Whittier: Snow-Bound.
William Cullen Bryant: Poems.

Spenser: The Shepherd's Calendar.
Milton: L'Allegro and Il Penseroso.

Criticism and Comment

Goldwin Smith: Cowper (English Men of Letters).
Irving: Oliver Goldsmith.
De Quincey: Literature of the Eighteenth Century.
Godwin: Life of William Cullen Bryant.

SATIRE, WIT, AND HUMOR

Dean Swift: Works (for Gulliver's Travels).
Butler: Hudibras.
Lowell: Works (for Biglow Papers and Fable for Critics).
Thackeray: Irish Sketch Book.

Dickens: The Pickwick Papers.
Irving: Knickerbocker's New York.
Artemus Ward: Works.
Mark Twain: Innocents Abroad.
Parton: Humorous Poetry of the English Language.

Criticism and Comment

Thackeray: Humorists of the Eighteenth Century.
Hazlitt: Comic Writers.
Besant: French Humorists.
Smith: Wit and Wisdom of Sydney Smith.
Leslie Stephen: Swift (English Men of Letters).

PROSE FICTION

Sidney: The Countess of Pembroke's Arcadia.
Defoe: Robinson Crusoe.
Richardson: Pamela; Clarissa Harlowe; and Sir Charles Grandison.
Fielding: Tom Jones.
Miss Burney: Evelina; and Cecilia.
Goldsmith: Vicar of Wakefield.
Godwin: Caleb Williams.
Miss Edgeworth: Castle Rackrent.
Mrs. Shelley: Frankenstein.
Lewis: The Monk.
Walpole: The Castle of Otranto.
Beckford: Vathek.
Hope: Anastasius.
Jane Porter: The Scottish Chiefs.
Miss Austen: Pride and Prejudice.
Scott: The Waverley Novels.
Sir Thomas More: Utopia.

DISRAELI: Coningsby.
BULWER-LYTTON: The Coming Race.
BUNYAN: Pilgrim's Progress.
SAMUEL JOHNSON: Rasselas.
THACKERAY: Vanity Fair; Pendennis; The Newcomes; and Henry Esmond.
DICKENS: David Copperfield; Pickwick Papers; Old Curiosity Shop; and Dombey and Son.
CHARLOTTE BRONTË: Jane Eyre.
DISRAELI: Vivian; and Lothair.
CHARLES KINGSLEY: Hypatia; and Westward Ho!
GEORGE ELIOT: Adam Bede; and Romola.
BLACKMORE: Lorna Doone.
CHARLES READE: The Cloister and the Hearth.

CHARLES BROCKDEN BROWN: Wieland.
JAMES FENIMORE COOPER: Leather-Stocking Tales.
NATHANIEL HAWTHORNE: The Scarlet Letter; and The Marble Faun.
EDGAR ALLAN POE: Tales of Imagination and Humor.

Criticism and Comment

DUNLOP: History of Fiction.
JEAFFRESON: Novels and Novelists.
MASSON: British Novelists and their Styles.
TUCKERMAN: History of English Prose Fiction.
SIDNEY LANIER: The English Novel.
SIMONDS: Introduction to English Fiction.
MINTO: Manual of English Prose.
LOCKHART: Life of Sir Walter Scott.
LESLIE STEPHEN: Hours in a Library.
THOMAS CARLYLE: Essays (on Sir Walter Scott).
HUTTON: Scott (English Men of Letters).

Nassau Senior: Essays on Fiction.
Hazlitt: English Novelists.
Macaulay: Essays.
Miss Kavanagh: English Women of Letters.
James T. Fields: Yesterdays with Authors.
Horne: The New Spirit of the Age.
John Forster: Life of Charles Dickens.
Hannay: Studies on Thackeray.
Hannay: Characters and Sketches.
Mrs. Gaskell: Life of Charlotte Brontë.
Thackeray: Roundabout Papers.
Henry James: Hawthorne (English Men of Letters).
Cooke: George Eliot; a critical study of her life, writings, and philosophy.

Other departments of English literature are sufficiently covered in the lists given in former chapters of this volume. I close this chapter with the titles of a few books of value and interest to every student of literature.

Murray: A History of Ancient Greek Literature.
Mahaffy: History of Greek Classical Literature.
Crutwell: History of Roman Literature.
Macdonell: A History of Sanskrit Literature.
Poor: Sanskrit and its Kindred Literatures.
Dowden: A History of French Literature.
Van Laun: History of French Literature (3 vols.).
Garnett: A History of Italian Literature.
Ticknor: History of Spanish Literature (3 vols.).

Sismondi: The Literature of the South of Europe.
Waliszewski: A History of Russian Literature.
Aston: A History of Japanese Literature.
Giles: A History of Chinese Literature.
Saintsbury: A Short History of French Literature.
Saintsbury: History of Elizabethan Literature.
C. F. Richardson: American Literature.

Gosse: History of Seventeenth Century Literature.
Gosse: History of Eighteenth Century Literature.
Gosse: History of Nineteenth Century Literature.
Gosse: From Shakespeare to Pope.
Stephen: English Thought in the Eighteenth Century.
Putnam: Books and their Makers during the Middle Ages.
Saintsbury: Essays in English Literature, 1780–1860.
Saintsbury: Essays on French Novelists.

Saintsbury: The Earlier Renaissance.
Saintsbury: The Flourishing of Romance and the Rise of Allegory.
Smith: The Transition Period.
Omond: The Romantic Triumph.
Pater: The Renaissance.
Hannay: The Later Renaissance.
Symonds: The Renaissance in Italy.
Snell: The Fourteenth Century.
Elton: The Augustan Age.
Brownell: Victorian Prose Masters.
Wendell: A Literary History of America.
Griswold: Home Life of Great Authors.

Stevenson: Familiar Studies of Men and Books.

Birrell: Obiter Dicta (2 vols.).
Birrell: Men, Women, and Books.
Lang: Letters to Dead Authors.
Dobson: Eighteenth Century Essays.
Mrs. Fields: Authors and Friends.
Hutton: Literary Landmarks (London, Edinburgh, Paris, Rome, Venice—5 vols.).

Eugene Field: Love Affairs of a Bibliomaniac.
Lang: Books and Bookmen.
Clark: The Care of Books.
Burton: The Book Hunter.
Richard de Bury: Philobiblon (translated by Ernest C. Thomas).

"THE HUNDRED BEST BOOKS"

To any lover of books the very mention of these names brings back a crowd of delicious memories, grateful recollections of peaceful home hours, after the labors and anxieties of the day. How thankful we ought to be for these inestimable blessings, for this numberless host of friends who never weary, betray, or forsake us!

Sir John Lubbock

CHAPTER XIII

"THE HUNDRED BEST BOOKS"

I HAVE often wished some one would recommend a hundred good books. In the absence of such lists I have picked out the books most frequently mentioned with approval by those who have referred directly or indirectly to the pleasures of reading, and have ventured to include some which though less frequently mentioned, are especial favorites of my own." Such was the prelude of an address delivered by Sir John Lubbock, in January, 1886, to the members of the Workingmen's College, London. That address, with the list of books recommended therein, was the beginning of a spirited discussion among readers and book lovers both in England and in America, which resulted, among other things, in proving that in so small (?) a matter as the selection of a hundred books no two scholars can agree. It resulted, also, in the formation of several lists,

each of a hundred good books, from which any reader can select without danger of serious error. Sir John Lubbock's list is as follows:—

LIST OF ONE HUNDRED BOOKS

Works by Living Authors are omitted

The Bible.

Marcus Aurelius's Meditations.
Epictetus.
Confucius's Analects.
St. Hilaire's Le Bouddha et sa Religion.
Aristotle's Ethics.
Mahomet's Koran (portions of).

Wake's Apostolic Fathers.
St. Augustine's Confessions (Dr. Pusey's translation).
Thomas à Kempis's Imitation of Christ.
Pascal's Pensées.
Spinoza's Tractatus Theologico-Politicus.
Comte's Catechism of Positive Philosophy (Congreve).
Butler's Analogy of Religion.
Jeremy Taylor's Holy Living and Holy Dying.
Bunyan's Pilgrim's Progress.
Keble's Christian Year.

Plato's Dialogues,—at any rate the Apology, Crito, and Phædo.
Aristotle's Politics.
Xenophon's Memorabilia.
Demosthenes's De Coronâ.
Cicero's De Officiis; De Amicitiâ; and De Senectute.

Berkeley's Human Knowledge.
Descartes's Discours sur la Méthode.
Locke's On the Conduct of the Human Understanding.
Plutarch's Lives.

Homer's Iliad and Odyssey.
Hesiod's Works and Days.
Virgil's Æneid and Georgics.
Mahabharata and Ramayana, epitomized by Talboys Wheeler in the first two volumes of his History of India.
The Nibelungenlied.
Malory's Morte d'Arthur.

Firdusi's Shahnameh (translation by Atkinson).
The Sheking (Chinese Odes).
Kalidasa's Sakuntala or the Lost Ring.

Æschylus's Prometheus; House of Atreus; Trilogy of Orestes.
Sophocles's Œdipus.
Euripides's Medea.
Aristophanes's The Knights; and Clouds.
Horace's Odes.

Chaucer's Canterbury Tales. Morris's (or, if expurgated, Clarke's or Mrs. Haweis's) edition.
Shakespeare.
Milton's Paradise Lost; Lycidas; Comus; and the shorter poems.
Dante's Divina Commedia.
Spenser's Faerie Queene.
Dryden's Poems.

Scott's Poems.
Wordsworth (Mr. Arnold's selection).
Pope's Essay on Criticism; Essay on Man; and Rape of the Lock.
Byron's Childe Harold.
Tennyson's Poems.
Gray.
Burns.

Herodotus.
Xenophon's Anabasis.
Thucydides.
Tacitus's Germania.
Livy.
Gibbon's Decline and Fall of the Roman Empire.
Hume's History of England.
Grote's History of Greece.
Carlyle's French Revolution.
Green's Short History of England.

Lewes's History of Philosophy.
Bacon's Novum Organum.
Mill's Logic and Political Economy.
Darwin's Origin of Species; and A Naturalist's Voyage.
Smith's Wealth of Nations (part of).

Cook's Voyages.
Humboldt's Travels.
White's Natural History of Selborne.

The Arabian Nights.
Goldsmith's Vicar of Wakefield.
Swift's Gulliver's Travels.
Defoe's Robinson Crusoe.

Cervantes's Don Quixote.
Boswell's Life of Johnson.

Burke's Select Works (Payne).
Carlyle's Past and Present.
Smiles's Self Help.
Essayists, — Bacon, Addison, Hume, Montaigne, Macaulay, Emerson.

Molière's Dramatic Works.
Sheridan's The Critic; School for Scandal; and The Rivals.
Schiller's William Tell.

Voltaire's Zadig; and Micromegas.
Goethe's Faust; and Autobiography.

Thackeray's Vanity Fair; and Pendennis.
Dickens's Pickwick; and David Copperfield.
George Eliot's Adam Bede.
Kingsley's Westward Ho!
Bulwer-Lytton's Last Days of Pompeii.
Scott's Novels.

In a note of explanation directed to the editor of the "Pall Mall Gazette," Sir John says: "I may observe that I drew up the list, not as that of the hundred best books, but, which is very different, of those which on the whole are best worth reading."

Commenting upon the above list, Mr. Ruskin says: "Putting my pen lightly through the

needless—and blottesquely through the rubbish and poison of Sir John's list—I leave enough for a life's liberal reading, and choice for any true worker's loyal reading. I have added one quite vital and essential book,—Livy (the first two books), and three plays of Aristophanes ('Clouds,' 'Birds,' and 'Plutus'). Of travels, I read myself all old ones I can get hold of; of modern, Humboldt is the central model. Forbes (James Forbes in Alps) is essential to the modern Swiss tourist—of sense." And then Mr. Ruskin proceeds with his demolition of Sir John's list. He strikes out all the works on morals, theology, and devotion at the head of the list, leaving only Jeremy Taylor and the "Pilgrim's Progress." He strikes out also Sophocles, Euripides, Gibbon, Voltaire, Hume, Grote, Swift, Macaulay, Emerson, Thackeray, George Eliot, Kingsley, and Bulwer-Lytton. Among the philosophers he spares only Bacon; among the novelists, only Scott and Dickens; among the essayists, only Addison and Montaigne. In a letter, writ-

ten shortly afterward, he says: "As for advice to scholars in general, I do not see how any modest scholar could venture to advise another. Every man has his own field, and can only by his own sense discover what is good for him in it."

It has often been asked by lovers of good fiction, "What are the hundred best novels?" The following list, prepared some years ago by Mr. F. B. Perkins for the "Library Journal," although by no means perfect, contains the titles of a considerable portion of all that is best in the department of prose fiction, together with those of several works of more doubtful value:—

Don Quixote.
Gil Blas.
Pilgrim's Progress.
A Tale of a Tub.
Gulliver's Travels.
The Vicar of Wakefield.
Robinson Crusoe.
The Arabian Nights.
The Decameron.
Wilhelm Meister.
Vathek.
Corinne or Italy.
Undine.
Sintram.
Thisdolf.
Peter Schlemihl.
Anastasius.
Sense and Sensibility.
Pride and Prejudice.
Mary Powell.
The Amber Witch.
Household of T. More.

Guy Mannering.
The Antiquary.
The Bride of Lammermoor.
A Legend of Montrose.
Rob Roy.
Woodstock.
Ivanhoe.
The Talisman.
The Fortunes of Nigel.
Old Mortality.
Quentin Durward.
The Heart of Midlothian.
Kenilworth.
Fair Maid of Perth.
Vanity Fair.
Pendennis.
The Newcomes.
Henry Esmond.
Adam Bede.
The Mill on the Floss.
Romola.
Middlemarch.
Pickwick Papers.
Martin Chuzzlewit.
Nicholas Nickleby.
David Copperfield.
Bleak House.
A Tale of Two Cities.
Dombey and Son.
Oliver Twist.
Tom Cringle's Log.
The Cruise of the Midge.
Japhet in Search of a Father.
Peter Simple.
Midshipman Easy.
The Scarlet Letter.
The House of the Seven Gables.
The Wandering Jew.
The Mysteries of Paris.
Humphrey Clinker.
Eugénie Grandet.
Charles O'Malley.
Harry Lorrequer.
Handy Andy.
Challenge of Barletta.
Betrothed (Manzoni's).
Counterparts.
Charles Auchester.
Tom Brown's School Days.
Tom Brown at Oxford.
Lady Lee's Widowhood.
Horseshoe Robinson.
The Pilot.
The Spy.
The Last of the Mohicans.
Jane Eyre.
Tom Jones.
My Novel.
On the Heights.
The Three Guardsmen.
Monte Cristo.

Les Misérables.
Notre-Dame.
Consuelo.
Fadette (Fanchon).
The Woman in White.
Love Me Little Love Me Long.
Two Years Ago.
Yeast.
Coningsby.
The Young Duke.
The Bachelor of Albany.
Hyperion.
Kavanagh.
The Minister's Wooing.
Knickerbocker's New York.
Elsie Venner.
Uncle Tom's Cabin.

Henry M. Stanley, the African explorer, writing to the editor of the "Pall Mall Gazette," says: "You asked me what books I carried with me to take across Africa. I carried a great many,—three loads, or about one hundred and eighty pounds weight; but as my men lessened in numbers, stricken by famine, fighting, and sickness, one by one they were reluctantly thrown away, until finally, when less than three hundred miles from the Atlantic, I possessed only the Bible, Shakespeare, Carlyle's 'Sartor Resartus,' Norie's 'Navigation,' and the Nautical Almanac for 1877." Then follows the list of the books with which he began his journey. We can but

wonder how he found time to make use of any of them.

The Bible.
Norie's Navigation.
Inman's Navigation and Tables.
Nautical Almanacs, 1874, '75, '76, '77.
Manual of Scientific Inquiry.
What to Observe.
Darwin's Origin of Species.
Lyell's Principles of Geology.
Hugh Miller's Old Red Sandstone.
Dictionary of Biography.
Dictionary of Geography.
Dictionary of Dates.
Dictionary of the Bible.
Dictionary of Natural History.
Dictionary of Science and Literature.
Cæsar's Commentaries.
Herodotus.
Horace.
Juvenal.
Thucydides.
Xenophon.
Plutarch.
Evelyn's Diary.
Pepys's Diary.
Gibbon's Decline and Fall.
The Koran.
The Talmud.
Johnson's Lives of the Poets.
Gil Blas.

Don Quixote.
Arabian Nights.
Hudibras.
Homer's Iliad.
Homer's Odyssey.
Virgil's Æneid.
Shakespeare.
Milton.
Byron.
Scott.
Moore.
Pope.
Thomson.
Longfellow.
Tennyson.
Cowper.
The Faerie Queene.
Selections from the Old English Dramatists.
Dick's English Plays.
Boswell's Johnson.
Ruskin: Selections from his works.
Roscoe's German, Italian, and Spanish Novelists.
Scott's Ivanhoe, Talisman, Guy Mannering, and Quentin Durward.
Brontë's Jane Eyre.
Dickens's Mutual Friend.
Dickens's David Copperfield.
Thackeray's Esmond.
Hawthorne's Transformation.
George Eliot's Middlemarch.
Irving's Columbus.
Irving's Conquest of Granada.

Prescott's Conquest of Mexico.
Mulock's John Halifax, Gentleman.
Whyte Melville's Gladiator.
Lytton's Rienzi.
Lytton's Last of the Barons.
Lytton's Harold.
Lytton's Caxtons.
Sterne's Tristram Shandy.
Kingsley's Hypatia.
Kingsley's Hereward.

Archdeacon Farrar, being asked to name what he considered the hundred best books, replied: "If all the books in the world were in a blaze, the first twelve which I would snatch out of the flames would be, the Bible, *Imitatio Christi*, Homer, Æschylus, Thucydides, Tacitus, Virgil, Marcus Aurelius, Dante, Shakespeare, Milton, Wordsworth. Of living authors I would save first the works of Tennyson, Browning, and Ruskin."

I cannot close this chapter of book lists without complying with the wishes of many parents and teachers who desire a more extended catalogue of works suitable for a young person's library than I have yet given. Here

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Peck's Adventures of Mabel.
Defoe's Robinson Crusoe.
Kipling's Jungle Books (2 vols.).
Lang's Animal Story Book.
Lang's True Story Book.
Lang's Red True Story Book.
Lang's Fairy Books (Red, Blue, Green, Yellow, Pink, Gray, Violet—7 vols.).
Mulock's Little Lame Prince.
Hawthorne's Wonder Book.
Hawthorne's Tanglewood Tales.
Jacobs's The Book of Wonder Voyages.
Kingsley's Greek Heroes.
Kingsley's Water Babies.
Sewall's Black Beauty.
Lanier's Boys' King Arthur.
Scott's Ivanhoe.
Lanier's Boys' Percy.
Abbott's Histories (30 vols. Old and not always trustworthy, and yet without rivals).
Dickens's Child's History of England (interesting, but not entirely trustworthy).
Scudder's Bodley Books (8 vols.).
Church's Stories from Homer.
The Story of Siegfried.

The Story of Roland.
A Story of the Golden Age.
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And to this list I add still another of a hundred—a hundred books on nature and nature study, suitable for all whose hearts are young and who find instruction and delight in the observation of God's works and the companionship of His creatures. Not all these works are of equal merit or interest, but every one is worthy of a place in your library.

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Here let us face the last question of all: In the shade and valley of Life, on what shall we repose? When we must withdraw from the scenes which our own energies and agonies have somewhat helped to make glorious; when the windows are darkened, and the sound of the grinding is low, — where shall we find the beds of asphodel? Can any couch be more delectable than that amidst the Elysian leaves of books? The occupations of the morning and the noon determine the affections, which will continue to seek their old nourishment when the grand climacteric has been reached.

The Author of "Hesperides"

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Is it really true that we are known by the company we keep? Then you librarians belong to the highest society that this world can produce. If you happen to build a house—just as a trial to your patience—you will agree with Dean Swift that the finest furniture for a room is books. Even if you never open a book it is good to have it around. You are in good company if you only look at the backs.

Andrew Carnegie

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